DOCUMENT RESUME

ED 281 666 PS 016 535

AUTHOR Howze, Wendell M.
TITLE The Development and Use of a Local Child Safety Education Clearinghouse.
PUB DATE 86
NOTE 186p.; Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Children; *Clearinghouses; Community Centers; Community Resources; *Computer Oriented Programs; *Information Centers; Information Sources; Program Design; *Program Implementation; Resource Centers; *Safety Education
IDENTIFIERS *Child Safety

ABSTRACT

This practicum involved developing and implementing on a pilot basis a clearinghouse for resources on child safety education. The setting was a growing urban county in the Sunbelt. Project goals were to (1) locate local resources for child safety education; (2) establish a computerized database of the resources; (3) develop a system by which groups in the community could access the database; and (4) determine if, after the pilot implementation, continuation of the clearinghouse was warranted. All goals were met and evaluation results exceeded the minimum performance levels established for success in the project. Recommendations were made for continuing, improving, and expanding the clearinghouse. The project and its outcomes are described in five chapters and supporting documentation is appended. (Author/RH)

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THE DEVELOPMENT AND USE OF A LOCAL CHILD SAFETY EDUCATION CLEARINGHOUSE

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The Development And Use Of A Local Child Safety Education Clearinghouse

by

Wendell M. Howze

Cluster XVII

PS 016535

A Practicum Report Presented to the Ed.D. Program
in Early Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova University

1986

PRACTICUM APPROVAL SHEET

This practicum took place as described.

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ABSTRACT

Development And Use Of A Local Child Safety Education Clearinghouse. Howze, Wendell M., 1986: Practicum Report, Nova University Ed.D. Program in Early Childhood. Descriptors: Child Safety / Child Abuse / Accident Prevention / Safety Education / Resource Centers / Information Storage, Retrieval / Clearinghouses / Hotlines / Information Networks

This practicum involved developing and implementing on a pilot basis a clearinghouse for resources on child safety education. The setting was a growing urban county in the Sunbelt.

The project implementor's goals were: (1) to locate local resources for child safety education; (2) to establish a computerized database of these resources; (3) to develop a system by which groups in the community could access the database; and (4) to determine if, after the pilot implementation, continuation of the clearinghouse was warranted.

All goals were met and evaluation results exceeded the minimum performance levels established for success in the project. Recommendations were made for continuing, improving and expanding the clearinghouse.

CHAPTER 1

INTRODUCTION

The Project Setting

In September of 1984, the chairperson of the county commission, the elected governing body for this county on Florida's west coast, initiated a Child Safety Task Force. This task force was to be coordinated by Alternative Human Services as a social service agency funded through local, state and federal funds. The purpose of this task force was to draw together leaders in government, law enforcement, social services, civic groups, education and the general public under a comprehensive umbrella organization to promote child safety (Carolyn Eastman-Jones, personal communication, Oct. 2, 1985).

The first meeting of the Child Safety Task Force was held Oct. 23, 1984. At this initial meeting, the agenda included a keynote address by the chairperson of the county commission and the separating of task force members into committees that would actually carry out the work of the task force (Appendix A). The committees were:

1. Child safety handbook
2. Classroom education
3. Community education
4. Communication

The purpose and tasks of these committees can be found in Appendix B.

The focus of this practicum project was a portion of the work of the Classroom Education Committee, one of the committees of the task force. The objective of the Classroom Education Committee was to "develop a child safety program for youth to be implemented through the public and private school systems" (Roy Miller, personal communication, Oct. 23, 1984). The Classroom Education Committee met every two weeks throughout the remainder of 1984 and until June of 1985. At that point, specific tasks were delegated to various committee members to be completed by a final target date of January 1986.

Representing the public school system on the Classroom Education Committee was the supervisor of School Health Services and one of her assistants, an area health coordinator. School Health Services is one office within the Student Services division of the school system in which this practicum project took place. The specific task given to School Health Services and delegated to the area health coordinator was the development of a comprehensive child safety resource system through which interested persons could gain access to child safety information. This practicum project involved the design,

development, field testing and implementation of a child safety resource information system.

The Community

The project county is a highly urbanized county on the central west coast of Florida. According to the County and City Data Book (1983) published by the U.S. Bureau of the Census, this county had a 1980 population of 758,531 distributed over 280 square miles, giving a density of 2,600 people per square mile. The county is 99.5% urban and has a highly mobile population, with 22% of the people moving within the county from 1970 to 1980, and 25.65% of the people moving into the county from 1970 to 1980 (p. 88).

Population distribution by age shows 4.2% under 5 years of age, 15.4% 5 to 17 years of age, 43.2% between 17 and 65 years of age, and 27.8% over 65 years of age. The median age is 45.8 years. There are 2.25 persons per household, with a total of 319,527 households (p.89).

In 1980, the county had 6,780 births with 16.8% of these to mothers under 20 years of age. There were 4,834 divorces and 27,000 female heads of household with no husband present, these being fairly equally distributed between divorced and widowed females (pp. 89-90).

In terms of education, labor force and personal

income, there were 141,034 people enrolled in schools and colleges, with 108,271 of these in public and private elementary and secondary schools. Of people 25 years old or older, 59.8% had 12 or more years of schooling and 11.4% had 16 or more years of schooling. Current figures show a total labor force of 151,667 with 8,948 people unemployed, giving a present unemployment rate of 5.9% (p. 94). Manufacturing utilizes 13.8% of the labor force, wholesale and retail trade 24.8%, and professional and related services utilize 20% of the labor force. Government employs 12.8% and 8% is self-employed (p. 95). The per capita income in 1981 was $11,155 (p. 95).

While all of the preceding figures represent data several years old, no significant changes in the direction of these figures has occurred, except the divorce rate. The divorce rate has decreased slightly from 1980 to 1985.

The demographic picture of the county, then, is one of a highly urbanized, small land area county with a fairly large number of elderly citizens and a significant number of school-age children. One other set of data is relevant to an understanding of the background of this practicum project and that is the statistics specific to child safety.

In 1984, over 7,000 cases of child abuse and neglect were reported and over 3,000 accidents of all types involving children were recorded in the county (County Sheriffs Department, personal communication, Aug. 21, 1985). In Florida in 1980, 4,484 children age 0 to 4 years not in child restraint seats were injured in auto accidents, and 45 unrestrained children were killed. The number one cause of death of children over the age of 1 is motor vehicle accidents (Farm Home Safety Program, Agricultural Extension Service, personal communication, Oct. 10, 1985).

In the largest city in the target county, in a 10-month period from October 1984 to July 1985, 105 founded cases of child sexual battery were reported (Police Department, personal communication, Oct. 9, 1985).

The Practicum Writer

This writer was an area health coordinator for School Health Services of the county school system. As a member of the Child Safety Task Force and Classroom Education Committee, the writer was assigned the task of locating resources and developing a centralized system by which the resources could be available initially to public and private schools, and eventually to agencies

outside the schools and to the general public.

The writer had full authority for and responsibility of developing the resource system and drew on the resources of the public school system, local law enforcement and local social service agencies. A subcommittee of the Classroom Education Committee was available to assist this writer in planning and evaluating the resource delivery system.

As an area health coordinator, much of this writer's work involved liaison with people and groups outside the public school system. These contacts were valuable in formulating a solution to the need for a resource delivery system. In addition, with 10,000 employees and 117 schools, the county school system represented a valuable asset for seeking assistance in developing and implementing the resource delivery system.

Definition of Terms

As with all work in specialized settings, certain terms were used in this practicum project which have a special or unique meaning essential to the understanding of this project. The following definitions will aid the reader in understanding the technical and specialized argot of this practicum report.

Child safety - involves the physical, social and

emotional well being of individuals under the legal age of adulthood.

This practicum project will locate resources specific to traffic safety, home safety, vehicle safety, poison prevention, child care, child abuse, child neglect, missing children, safety at school and child suicide.

Child safety education - an organized system for informing children and those involved with children as to the physical, social and emotional well being of the child.

Clearinghouse - a central agency or location for the collection, classification and dissemination of information.

Computer communication - electronic access to or the exchanging of information among computers.

Database - a collection of facts organized for rapid and convenient search and retrieval.

Information storage and retrieval - a manual or machine controlled filing system for collecting, categorizing and recalling information.

Online technology - the ability to be in direct contact with and/or in control of a computer.

Resources - a source of information or expertise to which a person has access when needed.

CHAPTER II

STUDY OF THE PROBLEM

Problem Situation

The popular focus on child safety in the past several years seems to have been on child abuse and neglect and childhood suicide, and these are certainly areas that merit concern. Child safety, however, includes a much broader base than just the areas of child abuse and neglect and childhood suicide. The leading cause of death among children over 1 year of age is accidents and, of course, thousands of children who do not die are injured in accidents (Gallagher, 1984).

A perusal of the literature of child safety revealed the following major areas of concern in child safety:

1. Pedestrian/bicycle safety.
2. Child abuse/neglect, including sexual assault.
3. Auto restraint seats and vehicular safety.
4. Childhood suicide.
5. School safety and school safety education.
6. Home safety, including falls, poisoning and burns.
7. Environmental hazards such as cigarette smoke and lead-based paint.
8. Missing children.
9. Child care providers and safety.

10. Sports and athletic safety.

The statistics that accompany these areas of concern are also revealing of the scope of the problem addressed in this practicum project. A study on school safety found 2,622 reported school accidents in 204 schools involved in the study. The highest number of reported injuries was at the elementary school level (Taketa, 1984, p. 208). Another study of 87,022 children found 5,953 accidents of various kinds involving 15 deaths and 668 hospital admissions. Of these reported accidents, infants had the highest injury rate and the injury rate for preschoolers was 1,769 per 10,000 children, with falls, poisoning and burns the highest occurrences among preschoolers (Gallagher, 1984, pp. 1341-1342). A study examining environmental factors in child safety found a significant relationship between lower IQs, behavioral problems and levels of lead in the body (Harvey, 1984). And finally, a study of child health and maltreatment revealed a relationship between child ill health and injuries and maltreatment. In 80 of the 200 families studied, illness or injury preceeded the maltreatment (Sherrod, O'Connor, Vietze, and Altemeir, 1984).

It was the above type of information that convinced the classroom education committee of the Child Safety

Task Force that it should approach child safety from a broader perspective than just child abuse/neglect, missing children and child suicide. Because of the breadth of the problem, the committee quickly realized it would be necessary to locate resources available on child safety. As well, the committee held discussions with classroom teachers in public and private schools to determine the current extent of child safety education and the needs these teachers had in regard to conducting child safety education. Finally, the committee examined existing community resources specifically on child safety and generally in the area of family social service assistance.

This preliminary work made it clear that children were not getting a comprehensive education in areas of safety education, that teachers suffered from a lack of available resources on child safety, and that there were no community resource guides developed specifically for child safety, and only two generic guides to family assistance social services, neither of which had any information on child safety or child safety resources. Both of these guides were somewhat dated, having been last compiled in 1981, with no current plans to update them.

With the information in hand, the committee met to examine how much interest there would be in compiling some type of resource system concerning child safety. It quickly became obvious just from the discussion among various committee members that educators, law enforcement personnel, social service agencies and parents all felt the need for some type of resource system, and the same frustration as expressed by the classroom teachers at the difficulty in locating resources. Ultimately, of course, it is children who suffer from lack of or inadequate safety education.

A number of factors seemed to exist that explain why, with all of this interest and frustration, no person or group had attempted to solve this problem of the lack of information and/or the absence of resources. First, since previous to the Child Safety Task Force no group had taken a coordinated look at child safety, people were not collectively aware of the problem of resources and therefore no planned problem solution existed. Concommitant with this was the absence of a single entity that could coordinate among the various constituencies of child safety such as education, law enforcement, social services, parents and children. Finally, as is true of many problems when awareness exists, no one individual

had been willing to devote the time and effort to locating and cataloguing resources applicable to child safety education.

The problem that then clearly emerged from this preliminary work by the classroom education committee of the Child Safety Task Force was that there was no available compilation of child safety education resources that could be utilized in designing and implementing child safety education programs for school children, parents and the community at large. Further, it was obvious that any compilation of community resources must be in such a format as to be easily accessible and relatively simple to update.

Documentation Of The Problem

With the classroom education committee of the Child Safety Task Force having more clearly defined the problem, this writer was asked to undertake the task of formally documenting the need for a compilation of child safety resources and, if this formal documentation indeed supported the preliminary work of the committee, to design and implement a child safety resource information system.

Part of the documentation of the problem came from a needs assessment (Child Safety Task Force, 1984) sent out

by the Child Safety Task Force to ascertain the community's concern about child safety. The needs assessment clearly pointed out that the community felt that children and adults needed more information about child safety, that the schools should play a major role in child safety education, and that the respondents did not have a clear idea as to what child safety resources were available within the schools and community.

Building on this needs assessment, this writer set up interviews with 17 law enforcement agencies in the county. The purpose of these interviews was:

1. To determine whether law enforcement saw a need for child safety education and if so, what areas should be addressed.

2. To determine what resources the law enforcement agencies had or of which they were aware.

3. To determine how much duplication of resources was occurring because agencies were not aware of available resources.

The combined weight of these interviews served to confirm the preliminary findings of the classroom education committee that a need for a resource information system exists, that there were resources available and that in many cases, duplication of

resources existed because of the lack of knowledge about resources.

A third element of documentation used by this writer was the results of a practicum carried out by a county school psychologist completing requirements for an educational specialist degree. This practicum utilized an instructional program and a resource guide to train teachers in dealing with child sexual assault, one of the areas of concern in child safety. A total of 97 teachers (100% of those surveyed) in three elementary schools indicated that they were satisfied using a resource guide in planning their child sexual assault education program (J. Spelzhausen, personal communication, Oct. 15, 1985).

Finally, to confirm the documentation gathered, a survey was taken of 400 elementary school teachers selected at random from the Public School Personnel Directory (Appendix C). Two hundred eighty three teachers responded. The results of this survey were that 97% of the respondents felt resources were important to child safety education, that only 15% of the respondents were aware of existing resources, and that if a centralized resource information system were available, 86% of the respondents felt they would utilize it.

Analysis Of The Problem

There appear to have been five discernible causes of the roblem of lack of an available compilation of child safety resources that can be utilized in designing and implementing child safety education programs:

1. The highly urbanized environment of the county.

2. The proliferation of government entities.

3. The absence of a ready method for locating resources.

4. The absence of a cost- and time-effective method for adding new resources, deleting resources no longer available and updating current resources.

5. The absence of an umbrella coordinating group and an individual willing to undertake the task of locating, designing and implementing a resource information system.

In many highly urbanized, rapidly growing communities, knowledge about available resources is not always readily available. Many public and private organizations offer resources, but often these are hard to find in the absence of a coordinating entity that can both locate and catalogue the resources and also be readily available to those looking for resources. This was the case in this county, which experienced a 25.6% growth in population from 1975 to 1980 and a projected

growth 1980 to 1985 of another 40% (U.S. Bureau of Census, 1983).

Also in this county, there were 24 separate political entities with governmental responsibility and, in addition, one public school system and over 30 registered private schools. This proliferation of governments and schools made it extremely difficult to get a cooperative resource system in many areas of human needs, including child safety education.

A third cause of the problem addressed in this practicum was the lack of a ready method for locating resources. Probably the most reliable source of information at this point was an occasional article published in one of the three major newspapers serving the county. While the media served a useful purpose and public service in this regard, it was not their responsibility to locate and catalogue child safety education resources.

Past experiences with attempts at locating and cataloguing community resources had been frustrated by the lack of a cost- and time-effective method for keeping the cataloguing current. Obviously, it served no purpose to dispense information of resources no longer available, nor was it efficacious to ignore valuable resources that

became available. As well, updating current resources as they add and delete services was necessary.

Finally, and central to the other causes of the problem of a lack of compilation of child safety education resources, was the absence of an umbrella coordinating group with an individual willing to undertake the task of designing and implementing a child safety education resource information system. That umbrella organization became available in the Child Safety Task Force and the willing individual was this practicum writer.

This analysis of the problem underscores shortcomings common to many communities, particularly highly urban communities with rapidly-growing populations. To balance this somewhat negative analysis, it should be noted that since the idea of some type of central child safety resource system was proposed, many community and educational groups and individuals responded enthusiastically to the idea and offered assistance if needed.

With the program background delineated, the problem stated and the causes of the problem examined, it seemed prudent to move the local setting into juxtaposition with the professional literature appropriate to the stated

problem. The interaction of the local situation with what others have written aided in developing an appropriate and effective solution strategy.

Review Of The Literature

Three areas of the literature seemed to be fruitful places to search:

1. The literature relating to child safety and child safety education.

2. The literature relating to the partnership between community resources and the education system(s).

3. The literature on resource storage and retrieval, particularly utilizing computers.

The interest in child safety and child safety education grew out of the emphasis on child labor laws enacted in the early 1900s. A renewed interest in the subject coincides with the public outcry against child abuse and neglect, particularly sexual abuse, and the increase in missing children.

The literature of child safety and child safety education clearly delineates the need for child safety education and the prime role of parents, teachers and other adults in the child safety education process. Aronson (1980) reports on a two-year training program in child safety for workers in child care programs. Using a

pre-test/post-test design, significant gains in knowledge of child safety needs were noted.

Information and training are crucial to child safety education. Agran (1985) found that the most crucial factor in the utilization of child restraint seats in automobiles was training in the proper use of the restraint seat. Both Vandermolen (1982) and Orr (1984) found that making adults aware of the role model they present in road crossing improved children's behavior at pedestrian crosswalks.

The necessity of educating educators to child safety needs is a common theme in child safety education. Taketa (1984), in a study of accidents in schools, indicates that making educators aware of accident potential is one way to reduce the accidents. Beezer (1985, p. 436), in a study of child abuse, makes the point that dealing with child abuse/neglect will require educating educators.

This common theme of educating adults is perhaps strongest in the literature specific to child sexual abuse. Sanford (1980) discusses the stereotypes that surround the issue of child sexual abuse and indicates that only a realistic presentation of information to the public can deter these stereotypes. Rush (1980) concurs with this and further makes the issue paramount by citing

that 75% to 85% of all crimes against children are sexual in nature (p. 5). Farber (1984) indicates that the basis of sexual abuse is not sex but power over the victim and indicates the need for adults to understand this concept. Adams (1985) adds his support to the idea of educating adults when he states "support from educated, informed, caring adults is very necessary in helping sexually abused children deal with their problems" (p. 13).

Finally, from the literature on childhood suicide, the eighth leading cuase of death among children (Bernhardt and Praeger, 1985, p. 311), the importance of educating adults again appears. Bernhardt and Praeger point out that children do not have a well-developed concept of death and that adults have a responsibility to assist in the realistic understanding of death. The World Health Organization (1974), in a report on a conference on suicide and attempted suicide in young people, cites training and education and information systems as crucial to prevention.

From this survey of the literature of child safety and child safety education, it seemed clear that alerting, informing and educating adults was central to child safety education. Resources must be available to educators specifically, and to adults generally, in order

that child safety education can be carried out.

It seemed reasonable that schools, with all the other necessities in educating children, cannot and should not be solely responsible for child safety education. With that in mind, an examination of the literature addressing the partnership between community resources and the educational system seemed a fruitful place in which to further find help in solving the problem addressed in this practicum project. In fact, the Florida Legislature has specifically indicated the role of available community resources in child abuse prevention by including "available community resources and ways to access those resources" as part of a bill (CSSB 1147) passed during the 1985 legislative session (County School Board, 1985, p. 23).

One of the more positive trends in education in the past decade has been the trend toward a closer partnership between the communities and their schools. Davies (1985) writes that school community resources must be coordinated to benefit students (p. 20), that the school must help define the community's needs (p. 21), that the initiative for school/community cooperation must come from the school (p. 20) and that the health of the community and the health of the school are tightly

interwoven (p. 21). Rich (1985) echoes these thoughts when she calls for a link between the work of the schools and the work of the community. Davis (1985) and others feel the community must play an active role in the school and that schools should design outreach activities to facilitate education of parents, family members and community members (p. 337).

Specific to child safety and child safety education, this theme of school/community partnership cuts across the individual topics within child safety. Jacobsen (1982) acknowledges the cooperation necessary between schools and social service agencies in reducing family violence. Michie and Keane (1984) examine the social policy issues related to family support and education in a family under stress. Tofany (1982), addressing the issue of bus safety, emphasizes the role of parents, parent teacher associations and school administrators in planning and enforcing safety regulations. Davis (1984) points out that up to 500,000 sexual abuse incidents within the school environment occur yearly and that schools must set up cooperative interventions with community resources. Newton (1984) states that "families living in isolation tend to abuse children" (p. 147) and he underscores the role of schools in educating about and

reporting incidents of child abuse. Fontana and Besharov (1964, p. 38) make clear that schools and social service agencies have joint responsibility for awakening communities to their duty to neglected children.

Addressing directly the school environment, the Committee on School Health (1981, p. 224) indicates that schools and communities have a responsibility to develop a safe environment in which to teach children. Speaking generally about school health programs, Paul (1966) claims that community health services are not fully utilized. Finally, despite the need for cooperation of many elements within the school and community, Wayne (1982, p. 29) makes clear that the ultimate responsibility for safety education rests with the classroom teacher.

At this point, it seemed clear from the literature that to be done properly, child safety education must rely on resources available beyond the classroom and school. As well, it was apparent from the literature that the school and community had a partnership role in providing these resources.

As indicated earlier, the problem became how to locate and make accessible these resources. The third area of this literature review, the literature on

resource storage and retrieval, offered some direction toward solving the problem of locating and accessing resources for child safety education. Of particular interest in this segment of the literature review was computer databases and the possible use of a computerized resource storage and retrieval system.

A centralized database resource system as it relates to children was first utilized when the attack was launched on infant mortality in the first half of the 20th century. Information compiled on infant mortality pointed to patterns that led to causes and cures (Zigher and Muenchou, 1984). This concept of a centralized resource system has now joined with the trend toward self-service, self-help and is making it possible for people to be more self-sufficent by utilizing access to information (Harris, 1985). But before proceeding further, the notion of a resource database needed clear definition. Edelhart and Davies (1984, p. 1) give perhaps the simplest definition when they state, "A database is nothing but an organized collection of facts..." Urschel (1985, p. 241) adds to this by pointing out that "data is not knowledge until it can be sorted, sifted, scanned in logical, directed way."

Moving from this general treatment of resource

databases, the literature raised several issues about the use of resource systems. Ulene (1983) makes it clear that the question is what can be achieved with what we have learned, not what more can we learn. Getting information out is the key. The Safety Management Institute (1968) commissioned a study prior to establishing a data collection on highway safety. Information obtained from this study recommended the following issues be considered before establishing a resource database:

1. Recommendations as to which resources should be acquired.

2. A plan for acquiring the resources.

3. Tasks to be accomplished for converting the resources into a usable form.

4. A determination of the cost involved.

Reviewing the literature of computerized database resource storage and retrieval systems raised a number of issues that offered direction in this practicum project. Petosa (1984, p. 394) discusses the problems of (1) availability of software, (2) compatability of computers, and (3) user-friendliness. He points out that computers have not been used to capacity and that success depends on knowledgeable and creative use of computers (p. 396). Rhodes (1984) indicates that a computerized resource

system can address issues of common concern and promote the exchange of information among people not able to meet face to face. Guttman (1984) discusses the new database manager computer programs, which give microcomputers as much power as mainframe computers. Wessner (1984) sees the key to instant unlimited information gathering to be a well-designed personal computer system. What is needed is some system to rapidly compress and sort resources according to specific requirements.

Specifically in the area of child safety and child safety education, computers already are being utilized. The Southwest Educational Development Laboratory (1979), through its Parent Education Center, developed a resource system designed to serve the needs of practitioners and researchers in parent education. The resource system was designed to provide up-to-date resources in parent education materials and programs. A second use of a computer database was instituted by the 97th Congress of the United States in its Missing Children's Act. This act is intended to establish a central respository of information to assist state and local officials in identifying missing children (Congress of the United States, 1982).

This examination of the literature of child safety

and child safety education, the partnership between community resources and the education system, and resource storage and retrieval particularly utilizing computers, established a link between the local characteristics of this practicum project and what others have found in areas related to the problem. Careful matching of the local characteristics of this problem to the global aspects as highlighted in this literature review opened up the possibility for problem solution in the problem setting.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION

Statement Of Goals

Success in this practicum project leaves the target county with an operating Child Safety Education Information Clearinghouse that can be utilized by educators to design and implement child safety education programs in the public schools. This was the minimum expectation this practicum writer had for this practicum project.

Beyond this minimum expectation, it was anticipated that during the practicum implementation period of 11 months, work could begin on expanding the list of resources available and also expanding the types of people who will be able to utilize the system. While it was possible to not completely meet this ultimate expectation within the 11 months of implementation, it was realistic to presume that if the initial implementation were successful, the Child Safety Task Force would cooperate with and support this practicum project planner and allow him to continue this project so that ultimately social service agencies, law enforcement, parents and community members also could utilize the Child Safety Education Information Clearinghouse.

It also was anticipated that success would create an

atmosphere where those with available resources would request a listing in the database, as opposed to this practicum planner having to locate the available resources for listing.

So from this small beginning of making child safety education information available to the public school teachers could grow a countywide system that could be accessed by any group or individual interested in child safety education and who needs resources for child safety education.

Performance Objectives

A set of primary performance objectives and a set of secondary performance objectives were used to determine the degree of success achieved by this practicum project. The primary performance objectives were used to determine the overall degree of success of the initial implementation of the practicum project. These performance objectives established the minimum standards for success. The secondary performance objectives were used to determine the success of the activities carried out to expand the initial resource listing and initial audience able to access the Child Safety Education Clearinghouse.

The primary performance objectives were used to

measure (1) the use of the clearinghouse system, (2) the usefulness of the resources chosen by the users, and (3) the needed improvements in the system. The following performance objectives were projected for this practicum project:

1. At the conclusion of the 11-month implementation period, the clearinghouse system will have averaged 15 requests for information per month by the target group of public school teachers as measured by a User Request Log (Appendix D).

2. At the conclusion of the implementation period, the clearinghouse community resources will have met the needs of 60% of the system users as measured by a User Followup Survey (Appendix E).

3. At the conclusion of the implementation period, 40% of the users will have returned a Needs For Improvement Form (Appendix F) sent to each user of the clearinghouse system.

These three primary performance objectives served as a guide for a determination of the use and usefulness of the clearinghouse system and were used to determine the efficacy of making the clearinghouse a permanent community service after the implementation period.

The secondary performance objectives served as a

guide for increasing the number of resources available and the type of people accessing the system. The following secondary performance objectives were projected for this practicum project:

1. During the 11-month implementation period, the initial number of community resources will be increased by a minimum of 10% (Appendix J).

2. During the 11-month implementation period, the initial group accessing the system (public school teachers) will be expanded to include at least two groups/agencies outside the public school system.

These secondary performance objectives will, if successful, set the stage for a permanent Child Safety Education Clearinghouse for the community.

Procedures For Ongoing Evaluation

While the primary and secondary performance objectives determined success, they did not necessarily give interim information as to the day-to-day operation of the clearinghouse system. Two procedures were utilized to give ongoing feedback about the clearinghouse system.

First, the classroom education committee of the Child Safety Task Force served as an oversight committee. The committee members were kept apprised of the operation of the clearinghouse system and gave feedback to this

practicum implementor as to how they saw the clearinghouse system operating.

The second procedure for ongoing evaluation consisted of a structured interview with users of the system. This writer chose, at random, two users each month from the User Request Log (Appendix D). An interview with each user was conducted, which focused on the use and usefulness of the resource(s) utilized. The interviewees were asked to suggest improvements needed and critique the clearinghouse system from a user's viewpoint.

By these two procedures, the practicum implementor intended to be able to respond to the ongoing need for correction and improvement.

Measurement Of Objectives

As noted in the description of the performance objectives, three primary objectives guided the development of this Child Safety Education Clearinghouse system:

1. An average of 15 requests for information per month.

2. Meeting the needs of 60% of the users.

3. A return rate of 40% for the Needs For Improvement form.

Instruments to measure each of the objectives were written following suggestions developed by the Center for the Study of Evaluation (Henderson, Morris, and Fitz-Gibbon, 1978) and contained in a series of guides packaged as the Program Evaluation Kit.

The first objective - the average number of requests for information per month - was measured by a User Request Log (Appendix D), which recorded the date, name of the person requesting information, the school where that person teaches, and the type of audience for which the resource was to be used. This number of requests was totaled monthly. This log also was used to provide the information for sending out the User Followup Survey and Needs For Improvement form. At the conclusion of the implementation for this practicum project, the User Request Log gave a clear picture of the use of the Child Safety Education Clearinghouse.

The second primary objective - meeting the needs of the users - was measured by a Followup Survey (Appendix E). This survey form was sent to all persons who used the clearinghouse system. This survey sought feedback on how convenient the system was to use; on whether the communihytresource(s) needed was/were listed in the clearinghouse system; on whether the community

resource(s) responded to the request for assistance; on whether the community resource(s) met the needs of the user; and on whether the person would use the system again. This form was sent to the user 10 days after the user contacted the clearinghouse.

The third primary objective - needs for improvement - was measured by a return rate of 40% on a Needs For Improvement form (Appendix F). This was an open-ended response form which lists areas where improvement may be needed. The respondents could list improvements they felt would make the clearinghouse system more usable and useful in their child safety education activities.

As noted in the description of the performance objectives, two secondary performance objectives guided this Child Safety Education Clearinghouse system:

1. A 10% increase in the number of community resources listed.

2. An expansion of the group able to access the system by including at least two groups/agencies outside the public school system.

The first secondary objective was measured by comparing a listing of the resources available at the beginning of the implementation (Appendix H) with the listing of resources available at the end of the

implementation period. The percentage was kept at this level because it was felt that the initial listing should be as comprehensive as possible, thereby not leaving many unlisted community resources available for future listing.

The second secondary objective was measured by examining the User Request Log (Appendix D) and identifying which requests came from the initial group (public school teachers) and which requests came from outside groups/agencies. It was not anticipated that outside groups/agencies would have access to the system until the sixth month of implementation, in order to allow time to publicize the availability of the system.

Analysis Of Results

Analysis of the data generated by the three primary and two secondary performance objectives allowed conclusions to be drawn regarding the effectiveness of the clearinghouse system. As well, the data became the basis for making recommendations as to changes needed and procedures for continued operation of the clearinghouse beyond the implementation period. Continuation was, of course, dependent on data supporting the worth of the problem solution strategy.

While circumstances occurring between the writing of

the proposal and the writing of this practicum report might dictate change, at this point data analysis was kept purposely simple since the group responsible for determining continuation of the clearinghouse system beyond the implementation period - the Child Safety Task Force Classroom Education Committee - were lay people who were not impressed by complicated statistical procedures. As well, the type of data generated lent itself to percentages, listings and comparisons with totals.

The performance level for success was set as a minimum in each case with the anticipation that the minimum would be exceeded. However, if only the minimum levels of performance were accomplished, there would still have been an impact on child safety education in the practicum's target county - a beginning that could become a foundation for a workable, ongoing child safety education community resource system.

Because it was anticipated that the final results would be presented at a meeting of the classroom education committee, data will be presented using visual representations that can be taken from the practicum report and be both enlarged for presentation and distributed to members of the committee.

Analysis of results for the practicum report and the

presentation to the classroom education committee were guided by the principles found in How to Present an Evaluation Report (Morris and Fitz-Gibbon, 1978).

While this practicum project was to be judged successful if the performance objectives were met, the real success of the project was judged by the reality of the classroom education committee's commitment to continuation of the solution strategy beyond the practicum implementation period.

CHAPTER IV

SOLUTION STRATEGY

Strengths And Limitations Of The Setting

The setting of this practicum project offered certain strengths and certain limitations that must be considered when designing a solution strategy to solve the problem of the lack of an up-to-date, comprehensive, readily accessible community resource system for child safety education.

The strengths included:

1. An umbrella organization, the Child Safety Task Force, willing to support and oversee a solution.

2. A centralized public school system that facilitated a pilot testing program.

3. A variety of community resources available for child safety education activities.

The limitations included:

1. A number of separate government entities that did not allow coordination or that did not cooperate closely, thereby duplicating efforts.

2. An absence of funding to carry out a full-scale child safety education resource system at this time.

3. Territoriality needs on the part of some community agencies and organizations which inhibited the speedy resolution of problems and frustrated sharing of skills and expertise.

These strengths and limitations established an outer limit or parameter in the local setting for the solution strategy chosen to solve this problem. As well, the literature review in Chapter II revealed practices and procedures that had to be considered when searching for a solution strategy.

Before proceeding to selecting a solution strategy, it seemed appropriate to examine previous attempts at solving this problem or similar problems in the local setting.

Previous Solutions

While no person or organization in the practicum setting had directly or solely addressed the need for a community resource information system for child safety education, a number of solutions have been used for the general problem of helping people become aware of community resources and have ready access to these resources.

The Florida Diagnostic and Learning Resource Service (FDLRS) has occasionally published a listing of community services for families in the target county. This document is simply a listing of community resources and phone numbers for those resources. The listing is not published on any regular schedule and no ongoing system

for locating new resources or updating existing resources is in place. Further, the listing is published in an irregularly distributed newsletter and goes mainly to schools and social service agencies.

The Early Childhood Council for Children With Special Needs, a voluntary organization of public and private agencies, published a "Directory of Resources for Children With Special Needs." This booklet lists agencies under certain categories, such as mental health counseling, health/medical services and service providers for professionals, among others. This document is updated when those in the sponsoring organization have the time and monetary resources, but on no regular schedule. Also, this resource listing is specifically aimed at service for children from birth through 5 years old.

The county school system, through the Home Economics and Family Life Department, occasionally publishes a county family directory which is distributed through its schools and county divisions. This booklet is a mixture of tips on dealing with children and a general listing of community services, such as libraries, medical services and mental health services. Child safety community resources are not addressed. While plans do exist to regularly publish this booklet, this is dependent on

funding and volunteer workers. As well, advertising is sold to help defray the cost and this raises an ethical issue as to whether advertisers are screened and their services examined before advertising is accepted.

Some other partial solutions that directly addressed child safety existed for this problem that might be used in developing a solution strategy.

Several police departments in the county do offer resources for child safety education, but they are limited to their jurisdiction and, because of limited staff and funds, they do not widely publicize their resources. The local Hotline Information and Referral Service does list a few generic sources that could be utilized for child safety education, although this service does not specifically list community resources for child safety education. From time to time the local newspapers, either as news stories or public service activities, publish information on child safety, child safety education and community resources for child safety education.

The only previous effort to directly address child safety education was a coloring book called "Safety Team" and a handbook for adults called "Growing Up Safe." Several thousand of these were distributed in the spring

of 1985 during a campaign to alert parents, children and the community at large to child safety needs. Funding for this came from money and in-kind donations and currently no plans exist to repeat the distribution, although demand exceeded the supply. However, this solution did provide evidence that there is a genuine interest in child safety and child safety education in the target county.

Before analyzing these previous solutions for what they might contribute to a solution for the problem addressed in this practicum project, it was necessary to search the literature to see what solutions might exist outside the local setting.

Possible Solution From The Classroom Education Committee

The Classroom Education Committee of the Child Safety Task Force discussed a number of possible solutions to the problem. An examination of these possible solutions further gave some direction to the final solution strategy chosen.

The committee suggested a published directory or a guide similar to those cited in the "Previous Solution" section of this chapter. The problems of cost, updating and expanding in order that the document be kept current

were major concerns of the committee.

A suggestion to consider utilizing the print and broadcast media, particularly the cable television companies, was made. A major problem here was that the entire county does not have access to cable television and, of course, many individuals do not subscribe even if they have access to cable. The non-cable television and print media were willing to carry on public service type activities but did not see making a comprehensive, ongoing listing of community resources a part of their responsiblity or obligation to the public.

Forming a team of child safety educators who would travel from site to site presenting child safety education was considered as a possibility. Here problems with inner-agency cooperation, funding and duplication of existing resources were seen as barriers to this solution.

A suggestion was made to consider some type of computerized listing of community resources. Further, the suggestion was added that computer access might be a possibility. Discussion focused on the area of updating, adding and deleting resources. This idea had much appeal to the committee and to this practicum implementor since he has had considerable training and experience with

computers and computer databases. While at this point the utilization of computers had merit, it seemed necessary to examine the literature for solutions to similar problems outside the local setting of this practicum project.

Possible Solutions From The Literature

A search of the literature revealed a number of solutions to the problem of access to community resources in general and child safety resources in particular.

A project by the Charleston Task Force on Child Safety Seats of Charleston, S.C. has developed a community clearinghouse which disperses information on safety seats for use with children in automobiles. While the clearinghouse has not been in existence long enough to develop hard statistical evidence of success, initial results from user surveys indicate that the clearinghouse is fulfilling a need in the community.

In a practicum report done under the auspices of Nova University (Spelzhausen, 1985), a printed resource guide was used in an education program designed to inform elementary teachers about child sexual abuse. The teachers, in a followup survey, reported that they were "satisfied" with a printed resource guide as a reference when dealing with child sexual abuse.

The Montgomery County, Maryland Public Schools (Simkinson, 1982) developed a handbook on mutual parenting which is defined as everyone in the community having a shared responsibility for the safety and well-being of the community's youngsters. This handbook covers a variety of topics, including the use of community resources.

The New Zealand Council for Educational Research Early Childhood Unit (Mead, 1984) has developed a Child Care and Education Bibliography which groups bibliographic items under 19 headings related to children. The complete bibliography has been filed on computer and computer printouts can be obtained upon request.

Swiger (1979) reports on the Demonstration Resource Center, which was developed to establish a regional network for coordination and service delivery in child abuse and neglect. Efforts were made to increase public awareness, maintain an inventory of region-wide resources, provide education and training, and to coordinate and link concerned individuals and organizations. Overall, the project accomplished its goals and confirmed the efficacy of a resource center in dealing with child abuse.

In an article in the Journal of Counseling Psychology, Gelatt (1984) discussed the way computers have changed society's access to information. Educators will need to be able to assess the community's needs and utilize community resources in the delivery of services. The computer is seen as a valuable tool in meeting the community's need for resources and information.

The Children's Services of Montgomery County, Ohio has instituted a family resource system. One of the major goals of this system is to enhance a family's ability to utilize existing community resources such as information, referral and counseling. This study suggests that a family resource system is a cost-effective approach.

It seemed clear from the cited sources that the use of community resources and centralized resource systems were somewhat common to the general area of child safety and child safety education. Remembering that the classroom education committee of the Child Safety Task Force was interested in the utilization of computers in the problem solution, it seemed wise to examine the literature related to computer resource systems, computer databases and computerized information storage and retrieval systems.

A number of local, regional and national

computerized databases, documentation centers or information storage and retrieval systems currently existed, although a search of the literature revealed none specifically dedicated to listing community resources for child safety education.

The Nuclear Safety Information Center (Cottrell, 1970) uses a database which contains both data and bibliographic information. This information is computer stored and several computer programs have been developed to facilitate use of the system. Thirteen remote terminals are used to add and retrieve information.

The California Division of Highways (Sherman, 1968) developed a document storage and retrieval system to store and make available data and research on traffic safety. A study of the system after development and implementation concluded that the system was feasible and economical in the application used.

Siegel (1985) describes an online system produced by the International Occupational Safety and Health Information Center. This database gives comprehensive coverage on information in the field of occupational health and safety. Searches can be designed using a number of different key fields or descriptors.

A number of other computerized resource systems

exists, including National Highway Safety Documentation Center (Systems Development Corp., 1968), Nuclear Safety Analysis Center (Simard, 1980), the Rural Texas Domestic Violence Health Professionals' Education Program (Mountain, 1983) and Center for Child Abuse Registry Systems (Gibelman, 1978). All of these resource systems utilize computers to store and/or retrieve resource information. Most do not currently have direct online resources, but almost all are examining the technology needed to allow online access.

In Florida, a survey of 67 school districts showed that no school district is currently utilizing computers for information storage and retrieval of community resources available to teacher. This is according to the Florida Department of Education (1984) in its publication "Florida Computing Activities." Some school districts are utilizing information storage and retrieval for media materials used by schools. These systems generally utilize a printed or microfiche listing of available resources which can be used by teachers to locate the needed resources. Requests for resources are then phoned into a computerized order system.

This underutilization of computers in resource storage and retrieval was evident nationally as well as

in Florida. A recent survey conducted by the Computer Applications in Public Health Special Interest Groups of the American Public Health Association reveals a high interest in but low expertise and capability in resource databases (Maibach, 1985).

It seemed clear from this survey of the literature that some use of the computer in developing the problem solution for this practicum project was feasible and consistent with current practice. Slatta (1985, pp. 12-13) discusses the great potential for computer information storage/retrieval and points out that some factors to consider inlude: cost, new user frustration and difficulty, and the availability of appropriate software. He also points out that some plusses in utilizing computers include: comprehensiveness, speed and flexibility.

Solution Plan

In terms of a general solution to this practicum problem, designing and implementing a computerized Child Safety Education Clearinghouse being the preferred solution was supported by the review of the literature and by both this practicum writer and the classroom education committee of the Child Safety Task Force. However, this computerized system was not the only

possible solution, and in the interest of rigor, other possible solutions had to be discussed and examined.

Consideration was given to publishing a hard copy resource listing. This was not the best solution for this problem because it did not expedite additions and deletions. As well, the cost for the number necessary to serve only the public schools, much less the entire county, was prohibitive given the mission of the Child Safety Task Force to use local resources and donations to accomplish its tasks.

It was also considered possible to only send listings of community resources to a select group of public and private community agencies. They then could serve as satellite resources clearinghouses. This was especially appealing since several major agencies had their own computer systems and could utilize these to store and retrieve information. This plan was seriously considered until it became apparent that the clerical time alone in listing resources for more than one central location would be a formidable obstacle to overcome.

Another alternative considered was to develop a list of community resources and to attempt to get one of the local newspapers to publish a special section as a public service. This was rejected because, again, the problem of

maintaining currency would not be overcome.

Therefore, it was determined that the most appropriate solution to the problem of access to community resources for child safety education was to develop and implement, first on a pilot basis, a computerized Child Safety Education Clearinghouse which lists these community resources. This solution was sound when compared to the literature, sound when compared against the previous attempts at solution, sound when compared to the outcome objectives desired and sound because it had the backing of the group responsible for developing a solution. What follows is a description of the design and implementation of the Child Safety Education Clearinghouse.

The Clearinghouse was designed and implemented in the following four phases:

1. Phase One - collection of resource information.

2. Phase Two - pilot implementation of the Clearinghouse using public elementary schools in the county.

3. Phase Three - fine tuning of the Clearinghouse system and expansion of resources and users.

4. Phase Four - completion of the Clearinghouse design for full implementation in the county.

Each phase will now be explained fully.

Phase One involved the location and collection of available community resources. Several methods were used to help in this search. First, members of the Child Safety Task Force were requested to list possible sources of information. As well, this writer surveyed the files of the two major local newspapers for any references to child safety in the past five years. This search resulted in a list of 63 resources as possible sources for child safety education in the target county. Each of these possible sources of resources was sent an information request form (Appendix G). Response rate was good and at early stages of practicum implementation, 51 sources (Appendix H) indicated willingness to provide resources for child safety education.

These sources were divided according to the levels for which they indicated willingness to provide resources (Appendix G), and these resources were entered into a database using a Tandy Model 12 Personel Computer and the Profile Database Management Program. This particular computer hardware and software was used because it was compatible with the computer equipment used for administrative purposes in all of the county public schools. The data format was designed with key fields so

that a user requesting information could indicate the level of the group for which the education was being conducted and available resources could be gotten from a search. It should be pointed out that any personal computer with sufficient memory would suffice and, in fact, in Phase Four consideration was given to utilizing other available personal or mainframe computer systems. The physical location of the computer system and therefore the Clearinghouse was this writer's professional office, School Health Services, a part of the Student Services Division of the target county public schools.

With the source list for resources developed, information on sources willing to provide resources collected, and that information entered into a computer database, Phase Two was ready to begin.

Phase Two was a pilot implementation of the Clearinghouse using one group having need for resources on child safety education. Because they represented the largest group of potential users and because this writer had access through his job, the pilot group consisted of personnel in the public school system. Therefore the pilot group consisted of about 5,300 people at 117 school sites serving nearly 88,000 students. At this point, it

was anticipated that the major users would be elementary level school personnel, although there seemed no good reason to limit the pilot project to this group solely. Extrapolating from the demographic data in Chapter One, this pilot implementation gave the potential over time of reaching more than 225,000 people in the county, or nearly 30% of the total population of the county.

Phase Two began with the announcement of the availability of a local Child Safety Education Clearinghouse. The announcement appeared in two publications sent weekly to all schools and offices in the target county school system and indicated that the Clearinghouse was available and that those interested in further information or in accessing the Clearinghouse should contact School Health Services, the location of the Clearinghouse. Further information was mailed to all schools and presented at county-level meetings of school administrators.

The Clearinghouse actually became available for use on Jan. 21, 1986. This was the beginning of the second semester of the school year for the public schools. The information campaign began approximately two weeks prior to the availability of the Clearinghouse system.

The possibility of going online with all elementary

schools so that direct computer-to-computer communications could be utilized between the Clearinghouse and the schools was considered, but technical considerations and permission to have access were not worked out. As well, this would not be a true test of the worth of the Clearinghouse for the entire community since there is currently no online computer capability among and between various segments of the community likely to utilize the Child Safety Education Clearinghouse.

In Phase Two, a person desiring information from the Clearinghouse could telephone School Health Services to request information on resources available. The person handling the request entered the appropriate information on the User Request Log (Appendix D) and either immediately searched the system or indicated that the requested information would be given by a return telephone call. Following the fulfillment of the request for information, the appropriate followup surveys were sent as indicated in the section on performance objectives in Chapter III. Phase Two continued while Phases Three and Four were completed. It was anticipated that few requests would be made during the period June through August since the majority of public school

personnel are not employed during this period and the majority of students are on summer vacation.

This drop in activity gave this practicum implementor an opportunity to conduct Phase Three. Phase Three began with a review of the first six months of operations utilizing the interim evaluations and observation. Any needed changes in hardware, software or operating procedures were made during this Phase Three time period. As well, action was taken to expand both the resource database and the access to the Clearinghouse. This writer conducted another search for resources and contacted those resources currently in the system for any changes, updating or deleting needed. Dialogue took place between this writer and other community agencies and groups in order to examine possibilities for full implementation in the county.

Phase Four completed this practicum project and consisted of the development of a plan for moving beyond the pilot group to full implementation in the community. It was necessary to complete the data collection and compile the results before a final plan could be written. Phase Four was completed when a plan was formulated and written for full utilization and continuation of the Clearinghouse system.

Steps To Solution

In the way of summary, the following steps and time frame led to the solution of the problem of the absence of a centralized resource system for child safety education.

Since approval of this practicum project was received by the targeted date of Dec. 15, 1985, the implementation commenced on that date and concluded on Nov. 20, 1986, for a total of 11 months of implementation. Between these two dates, the following activities took place in four phases as indicated in the Solution Plan section of this chapter:

Phase One - Resource Collection

Dec. 15, 1985-Jan. 6, 1986

Dec. 15: List of possible sources from classroom education committee members

Dec. 15: list of possible resources from files of local newspapers

Dec. 20: determination of levels of division for computer database

Dec. 30: enter resource information on data management computer program

Jan. 6: train and orient School Health Services staff to receive and respond to requests

Phase Two - Pilot Implementation

Jan. 6, 1986-Nov. 20, 1986

Jan. 6: announcements in school publications

Jan. 8-Jan. 15: presentations to school administrators

Jan. 15: memorandum to schools announcing availability of Clearinghouse (Appendix I)

Jan. 21-Nov. 20: operation of Clearinghouse; monthly interviews with two users; periodic report to classroom education committee; monthly tally of User Request Log (Appendix D); sending of Needs for Improvement Form (Appendix F); sending of User Followup Survey (Appendix E)

Phase Three - Fine Tuning

June 12, 1986-Sept. 15, 1986

June 12-July 1: preliminary data collection

July 1-15: analysis of preliminary data

July 20: changes in system as needed

July 20-Aug. 30: increase in utility; update current resources; locate new resources; meet with community elements

Phase Four - Design For Full Implementation

Sept. 15, 1986-Nov. 20, 1986

Sept. 15-25: analyze all data

Sept. 25-Oct. 25: formulate plan for ongoing operation

Oct. 25-Nov. 20: write recommendations for ongoing operation

This practicum writer, as a School Health Services employee, had full authority and responsibility for the operation of the Clearinghouse. He was assisted by the other three staff members in School Health Services in responding to requests for information. Cost of the pilot implementation was met by making the Clearinghouse operation a part of the routine responsibilities of School Health Services.

This practicum writer had the expectation that the solution would solve the problem as stated. By solving the problem, this practicum project was consistent with a statement made in the published proceedings of the Governor's Constituency for Children (1984), a task force authorized by the Governor of Florida in 1984 to speak out for children:

> "By working together, citizens and public officials have the opportunity to share information and responsibility for the difficult decisions that need to be made on the behalf of children of this state.

The result can be making children our top priority."

Changes During Implementation

During implementation, only minor changes were made in the implementation plan as delineated in the proposal. These changes did not affect the major thrust of the project, but did add to the versatility of the Clearinghouse.

These changes were made based upon suggestions from Clearinghouse users, from the experiences of this practicum implementor and from suggestions made by members of the classroom education committee of the Child Safety Task Force.

In Phase One of the project, a change was made in the subdivisions used for listing the resources (Appendix K). This change was made after experience with the data management program used in retrieving information. The expansion and refinement of the categories made data retrieval a bit faster and easier for the computer operator.

In Phase Two, the initial intention was to respond to requests for resources either immediately or with a return telephone response. After only a short time, it became obvious that the best procedure was to respond

immediately to the request for resources since the computer program was able to retrieve information at a speed that caused little waiting time and since the administration involved in follow-up responses caused unnecessary delays in responding to requests.

As this project moved into Phase Three - the fine-tuning phase - and this implementor began to contact private schools and community elements in order to examine the feasibility of expanding the utility of the Clearinghouse, it became clear that private schools and community groups had slightly different needs than the public schools. For instance, private schools expressed less interest in physical and sexual child abuse and more interest in automobile and bicycle safety. As well, all groups involved in this project indicated an interest in state and national resources. This knowledge gave direction to the search for additional resources (Appendix J).

Other than the changes mentioned above, the implementation plan was adhered to as delineated in the practicum proposal. Since none of these adjustments involved changes that affected the evaluation procedures, evaluation was carried out as stated in the practicum proposal.

Duplication

It is suggested that anyone seeking to replicate or duplicate this project by initiating a Child Safety Education Information Clearinghouse examine the procedures set down in this report and adapt them to the particular setting, available resources and needs of the projected users of the system. Particular caution is suggested when soliciting resources for the Clearinghouse.

Although a computerized system was utilized in this project setting, there is nothing magical about the use of a computer and not having access to a computer should not discourage one from designing a similar resource system. While a bit more cumbersome, slower and perhaps more difficult to update, a mechanical file system would be sufficient for the purpose of making resources available to those desiring to utilize them.

It is suggested that the reader carefully examine the results, conclusions and recommendations in Chapter V before attempting duplication. Factors such as the geographical location or demographic parameters of the setting should not necessitate major adjustments from the basic plan used in this practicum project. This writer is willing to assist anyone contemplating designing and implementing a Child Safety Education Information Clearinghouse.

CHAPTER 5

RESULTS, CONCLUSIONS, RECOMMENDATIONS

At the outset, minimum success in this practicum project was envisioned as leaving the target county an operating Child Safety Education Information Clearinghouse that could be utilized by educators to design and implement child safety education programs in public schools. The evaluation of results indicates that this minimum expectation was fully met.

Beyond this minimum standard, it was presumed that the list of resources would be expanded and that those able to access the clearinghouse would be broadened beyond the public school sector. Presentation and analysis of the results also will show that this presumption was fulfilled.

Finally, it was anticipated that the pilot project would create an atmosphere of awareness among both those having resources to share and those needing resources to use. The overall response on the part of both of these groups leaves this writer with the clear impression that an awareness now exists in this regard and that the atmosphere is such that the Child Safety Education Information Clearinghouse can be continued and expanded.

Results And Discussion

Three primary performance objectives and two secondary performance objectives were used to evaluate

the degree of success in this project. As well, two interim evaluation procedures were utilized during implementation to allow changes to be made if necessary. Together, these seven procedures developed data useful in determining the success of the project.

The primary performance objectives included:

1. An average of 15 user requests per month over the 11-month implementation period using the User Request Log (Appendix D).

2. A return rate of 60% on the User Followup Survey (Appendix E).

3. A return rate of 40% on the Needs for Improvement Form (Appendix F).

The secondary performance objectives included:

1. An increase of a minimum of 10% in the number of resources listed.

2. An expansion beyond the public school pilot project to include at least two groups/agencies outside the school system.

The ongoing evaluation objectives included:

1. An oversight function provided by the members of the Classroom Education Committee of the Child Safety Task Force.

2. Structured interviews with two users each month

selected at random from the User Request Log.

As stated, the first primary performance objective was that at the conclusion of the 11-month implementation period, the clearinghouse system would have averaged 15 requests for information per month by the target group of public school teachers as measured by a User Request Log (Appendix D). Table 1 shows the monthly totals for information requests by users from January 6, 1986 to November 20, 1986.

Table 1

Monthly Totals Of Requests For Information

Month	No. Of Requests	% Of Total
January (6-31)	31	14.3
February	22	10.2
March	23	10.6
April	36	16.6
May	17	7.9
June	7	3.2
July	3	1.4
August	16	7.4
September	22	10.2

(table continues)

Month	No. Of Requests	% Of Total
October	19	8.8
November (1-20)	20	9.3

Note: Percentages are rounded, resulting in less than 100% (99.9)

As extrapolated from Table 1, the mathematical average of monthly requests from users over the 11-month implementation period was 19.6 requests per month. Therefore, this primary performance objective was not only met, but exceeded. As was expected, the actual monthly number of requests ranged from a high of 36 requests in April, with the bulk of these coming during National Child Safety Week, April 7-13, 1986, to a low of 3 requests during July when most public school teachers and students were on vacation. In all, 216 separate requests for information were made.

As also was expected, the initial announcement of the clearinghouse's availability generated one of the greater actual number of requests and highest percentage of total requests. However, it was gratifying to see

that, except for the summer months of June, July and August, the percentages of requests for information were fairly consistent over the entire period of the project.

While not directly a part of the performance objectives, the User Request Log (Appendix D) also generated data on the type of audiences for which information was being requested. Table 2 summarizes this data.

Table 2

Information Requests By Type Of Audience

Type	Number	% Of Total
Preschool	1	.4
Excep. Education	8	3.7
K-Grade 2	23	10.6
Grades 3-5	36	16.6
Grades 6-8	31	14.3
Grades 9-12	11	5.1
College	4	1.8
Private Schools	9	4.2
Public School Staffs	54	25.0
Professional Groups	3	1.4

(table continues)

Type	Number	% Of Total
Community Groups	36	16.6

Note: Total number of requests = 216

Note: Group parameters match those in the database (Appendix K)

Note: Percentages are rounded, resulting in less than 100% (99.7%)

As was expected, the single largest group of audiences was public school students and staff. As the implementation period progressed, the audiences began to expand beyond the public school pilot group. Of particular interest if this project did serve and can continue to serve the entire community is that 16.6% of the audience was adult community groups. Given that the initial presentation was to public schools, it is encouraging, in terms of coordination of this local Child Safety Education Clearinghouse, that an interest exists across a relatively broad base of users in the community as a whole. Further, this data offers guidance as to where further promotion of the clearinghouse can occur.

The second primary performance objective was that at the conclusion of the implementation period, the clearinghouse would have met the needs of 60% of the system users as measured by a User Followup Survey (Appendix E). This survey was sent to all persons who requested information from the clearinghouse. Of the 216 surveys sent out, without followup telephone calls, 134 surveys were returned, which was 61.57 percent of the total. Followup phone calls resulted in an additional 29 surveys being returned, for a total return of 161 surveys, or 74.53% of the total surveys sent.

The first question on the survey was designed to give an overall assessment of the convenience of the Child Safety Education Clearinghouse. The results of this question, "How convenient was it to request information from the clearinghouse?" are summarized in Table 3.

Table 3

Perceptions Of Convenience From Clearinghouse Users

Response	No. Of Responses	% of Total
Very convenient	89	55.3
Convenient	61	37.8
Inconvenient	7	4.4
Very inconvenient	4	2.5

As Table 3 shows, 93.1% of the users found the clearinghouse either convenient or very convenient for requesting information. In a gross sense and with the assumption that a response of "very convenient" or "convenient" indicated needs being met, the responses to this question far exceeded the standard of 60% of users' needs met. Even assuming that the needs of all nonrespondents to the survey were not met, a response rate of 69.4% of the total users finding the clearinghouse "very convenient" or "convenient" for requesting information again exceeds the 60% standard established for primary performance objective number two.

The remaining question on the User Followup Survey

asks for "yes" or "no" responses. Responses are summarized as percentages in Table 4.

Table 4

Yes/No Responses To User Followup Survey

Question	% Yes	% No
Was the type of community resource you sought available through the clearinghouse?	87	13
Did the community resource respond to your request for assistance?	91	9
Did the community resource meet your need in your child safety education activity?	78	22
Do you feel you will use the clearinghouse again?	93	7

As can be seen in Table 4, the positive responses in each instance exceeded the minimum of 60% established for the second primary performance objective of meeting the users' needs. This data, however, also reveals some areas that need some attention in order that the clearinghouse more fully meet the needs of the users. While 87% of the respondents indicated that the response they sought was

available, the 13% who responded in the negative represent a significant segment of users. Procedures need to be developed to determine which type of resources are needed but are not available. Another area of concern is that resources listed in the clearinghouse respond to requests from users. Again, procedures need to be developed to help insure a response from community resources. Perhaps the greatest area of concern is reflected in the question that asked if the community resource met the need in the child safety activity. Twenty-two% of the users felt that the community resource did not meet their need. Recommendations will be made to attempt to reduce dissatisfaction among users in this area.

Even with these areas of concern, the final question in Table 4, with 93% of the respondents indicating they would use the clearinghouse again, lends strong support to the contention that overall the clearinghouse users' needs were met.

The User Followup Survey also gave the respondents an opportunity to add any comments they felt appropriate. Of the 161 surveys returned, 43 contained some type of comments. Most were brief, one- or two-word comments indicating the positive response to the clearinghouse.

Four respondents indicated in some way or another that the community resource had not been particularly responsive to their needs, which is further confirmation that this area needs to be addressed in any plan to continue the clearinghouse. Fourteen of the responses made some allusion to the desire to have a printed copy of the entire database of the clearinghouse. As will be discussed later, that desire also emerged in the Needs for Improvement Form (Appendix F) and will be addressed in the "Recommendations" section of this chapter.

To further ascertain changes that might improve the clearinghouse, the third primary performance objective provided for a Needs for Improvement Form (Appendix F) to be sent to each of the system's users. The minimum level of return for this form was a 40% return rate. This return rate was set at 40% because the literature (Morris and Fitz-Gibbon, 1978) indicated that an open-ended response form, while eliciting valuable information, also tends to require more time and effort on the part of the respondents, which results in a lower overall return rate. Telephone followup to nonrespondents was suggested and considered, but was finally rejected because of the time involved and the inconvenience to the users in being contacted in their professional settings. In the final

analysis of the 216 forms sent out, 121 were returned for a percentage return of 56%, which exceeded both the indications in the literature and the expectations of this practicum implementor. While this percentage exceeded the minimum return established for success of the primary performance objective, of greater value was the nature of the responses on the form. Given the format of the form and the diversity of responses, some license and common sense was utilized by this writer in combining responses in order to quantify the data presented in Table 5.

Table 5

Combined Responses To Needs For Improvement Form

Areas Of Improvement	Combined Responses
1. Access To System	
	More phone lines (busy, on hold)
	Ability to directly access the computer
	Printed copy of listed resources
2. Types Of Resources Listed	
	Books, pamphlets, reading list
	National resources
	Plays, puppets (preschool)
	Statistics on child safety

(table continues)

Areas Of Improvement	Combined Responses
3. Areas of Child Safety Not Listed	Bicycles, pedestrian, automobile Home safety hazards Recreation, playground safety Alcoholism (parents/children)
4. Additional Comments	Sometimes difficult to reach by phone Need to have direct access Some resources failed to respond

Before discussing the results of the Needs for Improvement Form, it should be pointed out that while some useful data was generated, it required a great deal of time and effort to develop common categories in which to place the diversity of responses. It seems reasonable that users should be able to suggest improvements, but a better vehicle than the current Needs for Improvement Form should be developed.

As can be seen in Table 5, users made a number of suggestions to improve the clearinghouse and these suggestions will be reflected in the recommendations section of this chapter. It is obvious from the data that access to the system sometimes was frustrating and that

some better method of contacting the clearinghouse needs to be developed. There also were indications that users wanted not only resources to come in and make a presentation, but also resources from which the users could develop their own presentations.

As well, as was indicated in the Followup Survey (Table 4), there was a problem with some listed resources failing to respond or not meeting the needs of the users. This is an area of great concern to this writer and one that will be reflected in the recommendations to the Classroom Education Committee of the Child Safety Task Force.

Finally, despite the technology utilized, some users still expressed a strong desire to have access to a printed copy of all the available resources. While this was beyond the financial scope of this project, the demand was clear and this writer's supervisor budgeted money so that users requesting a printed copy of all listed resources could receive one (Appendix K). Again, this is something that needs to be considered in any continuation of the clearinghouse.

This concludes the presentation and discussion of the results of the primary performance objectives. The results from each of the three primary performance

objectives exceeded the minimum established for success in this project.

Beyond these three primary evaluation procedures, two secondary performance objectives also were established to guide the course of this project. These were:

1. A 10% increase in the number of community resources listed.

2. An expansion of the groups able to access the system by including at least two groups/agencies outside the public school system.

At the beginning of the implementation period, the clearinghouse listed 55 resources (Appendix H). At the conclusion of the implementation period, the clearinghouse listed 29 additional resources (Appendix J). This exceeded the stated minimum increase of 10%, which would have required the listing of six new resources. As the awareness of the clearinghouse grew, users in the school system and the community suggested possible resources for inclusion and in several instances, resources contacted the clearinghouse and asked to be included in the listing of resources. As well, the suggestions for improvement from users indicated several areas of child safety not listed.

Finding resources for these areas also increased the total number of listings.

The other secondary performance objective addressed the need to expand the types of users able to utilize the clearinghouse beyond the initial pilot group of public school personnel to community groups and agencies. Initially, the availability of the clearinghouse was advertised only to the public school system and the requests were from that sector of the community. As the implementation period progressed, efforts were made to increase the sectors of the community who were aware of the availability of the clearinghouse. The success of these attempts is reflected in the data summarized in Table 6.

Table 6

Types of Organizations Requesting Information

Month	Request From			
	Public School	Private School	Group	Agency
January (6-31)	3	-	-	1
February	22	-	-	-
March	21	-	1	1

(table continues)

Month	Request From			
	Public School	Private School	Group	Agency
April	31	1	2	2
May	15	2	-	-
June	7	-	-	-
July	1	2	-	-
August	10	3	1	2
September	15	1	3	3
October	10	2	4	3
November (1-20)	13	3	2	2

In summarizing this data, which was recorded in the User Request Log (Appendix D), the meaning of public school and private school is obvious. A group was considered any other private organization that was not an educational institution. An agency was considered any organization that was public or governmental in nature.

As can be seen in the table above, most of the requests in the first six months of implementation were mainly from the public school system. As implementation progressed (Phase 3), other sectors of the community were made aware of the clearinghouse and requests from those

sectors began to increase. Not all of the expansion of access to the clearinghouse can be attributed to formal procedures to increase availability. As implementation proceeded, word of mouth and networking activities among community organizations interested in and involved with child safety greatly aided the Child Safety Education Clearinghouse in becoming better known in the community and in exceeding the minimum expected level of performance for the second secondary performance objective.

Finally, two evaluation procedures were utilized to give ongoing feedback about the clearinghouse system. While not used to determine the ultimate level of success of this project but to reveal any corrections that might be necessary during implementation, these two procedures did generate information useful in drawing final conclusions and formulating recommendations.

The Classroom Education Committee of the Child Safety Task Force served as a valuable sounding board as implementation progressed. They were particularly useful in helping both formally and informally to advertise the existence of the clearinghouse and in suggesting new resources to be added to the clearinghouse data bank. Finally, they acted as a screen through which to sift the

information that resulted in the recommendations presented later in this chapter.

The second procedure for ongoing evaluation involved selecting two users each month from the User Request Log (Appendix D) and interviewing them. The interviews focused on the use and usefulness of the resources and suggestions for improvement. Little new information not previously reported in the Needs for Improvement Form was generated. Interviewees generally confirmed that improvements were needed in accessing the system, in expanding resources to include materials appropriate to curriculum development in the area of child safety and including more materials on specific areas of child safety such as bicycle, pedestrian, automobile and home hazard safety.

This writer was both somewhat surprised and pleased to find that several of the interviewees held positions as principals, assistant principals or curriculum specialists in public and private schools. These individuals had much interest in developing comprehensive child safety curriculums at the preschool and elementary level. In this time of greater emphasis on the three R's and a return to the "basics," it was encouraging to see instructional leaders believing child safety is important

enough to include in the curriculum.

As well, the structured interviews revealed that despite the media emphasis on child abuse and missing children, those interviewed were not only interested in these popular child safety issues, but also in the whole area of child safety. This interest is encouraging in terms of continuation of this local child safety education clearinghouse and the longterm effect such a centralized resource system could have on the lives of children in the community.

The preceeding discussion has examined the three primary performance objectives, the two secondary performance objectives and the two procedures for ongoing feedback during implemention. While all of the data presented above is not quantifiable data, it seems reasonable to conclude that in general the weight of the objective and subjective evaluation measures supports the efficacy of this local Child Safety Education Clearinghouse. Individually and as a whole, these seven evaluation measures met the criteria of success established for this project.

Final Conclusions

The evaluation of this project established some clear direction for the design and implementation of a

local Child Safety Education Clearinghouse. The following five conclusions have been drawn from the presentation and discussion of the evaluation results:

1. The Child Safety Education Clearinghouse met a need in the community for resources to provide child safety education.

2. The Child Safety Education Clearinghouse, with few exceptions, met the needs of users for child safety education.

3. The Child Safety Education Clearinghouse provided services for a broad spectrum of groups in the community.

4. The Child Safety Education Clearinghouse demonstrated that personal computer technology is useful in storing and retrieving child safety resource information.

5. The Child Safety Education Clearinghouse is a service valuable enough to warrant consideration for continuation and expansion.

Recommendations

Three specific areas of recommendations have resulted from this practicum project. These areas are:

1. Recommendations, in retrospect, if this writer were going to do this project again.

2. Recommendations to the Classroom Education

Committee and the Child Safety Task Force related to the decision for continuation of the clearinghouse.

3. Recommendations related to replication or duplication of this project in other settings.

First, in retrospect, this practicum project could have benefited from the following considerations prior to implementation:

1. Conduct more extensive interviews with child safety interest groups, professionals and parents as to their perceptions of child safety needs before designing the system and collecting the listing of resources.

2. Anticipate the desire on the part of users for a comprehensive printed list of resources contained in the clearinghouse database.

3. Anticipate and provide for the somewhat different needs of public schools, private schools and community groups and agencies.

4. More accurately anticipate and predict the cost of such expenses as mailing and computer supplies.

These considerations did not dramatically affect this practicum implementation, but did from time to time create a less than ideal implementation.

The following recommendations are made to the Classroom Education Committee and the Child Safety Task

Force in order that they can consider the continuation of the Child Safety Education Clearinghouse beyond this practicum implementation period. These are:

1. Continue the clearinghouse.

2. Increase promotion of the clearinghouse in the community, focusing particularly on private schools and professional groups.

3. Followup to help insure that listed resources are responding to requests for information.

4. Broaden and expand the list of resources.

5. Keep listed resources informed of the type of child safety information needed by users.

6. Work toward developing procedures that will allow direct access to the database by users.

7. Design procedures to continue to monitor and evaluate the usefulness of the clearinghouse (less extensive than required in this practicum project).

Finally, two recommendations are made to anyone desiring to duplicate or replicate this project in their own setting. These are:

1. Design fewer and more readily quantifiable evaluation instruments, particularly in determining needs for improvement in the system.

2. Carefully examine the community and adopt the

procedures used in this project to the demographics and needs of that community.

Dissemination Of Results

Several steps have been and will be taken to attempt to disseminate the results of this practicum project within and beyond the specific project setting.

These steps are:

1. An abbreviated version of this practicum report will be made available upon request to anyone interested in designing and implementing a local Child Safety Education Clearinghouse.

2. The umbrella organization for the Child Safety Task Force, Alternative Human Services, will endeavor to inform similar organizations in other communities as to the efficacy of the local clearinghouse.

3. The use of this technique for other similar and related applications benefitting children is being studied by the practicum writer and his immediate supervisor in Student Services of the county schools.

4. Further refinements of the computer techniques utilized here are being made with the intent of designing a microcomputer, mainframe computer link within the local public school system and the community.

5. This practicum writer is studying the

feasibility, while still only an ideal, of a statewide clearinghouse link under the auspices of some public or private organization.

Given the benefits possible, the ease of use and the relative low cost, it is hoped that the success of this project can be widened beyond the local community to either other communities or to a statewide effort. The ideal situation would be a statewide clearinghouse with provision for specialization by county or local community. It is toward this end that dissemination of results will aim.

Summary

While conceiving, developing and implementing this project, this writer held a strong belief that a marriage between computer technology and community resources could produce a benefit for the safety of children. The global results of this almost-year-long project left this writer's belief confirmed.

Educational uses of computers have put an emphasis on their hands-on instructional uses. In this writer's judgment, hands-on instructional use of computers is only a small part of the valuable and powerful role computers hold as an educational tool.

Education for child safety must occur within the

entire community and with the entire community as the learner. In this respect, the Child Safety Education Clearinghouse provides computerized information storage and retrieval so that this community education effort can be expedited.

While more than the time given to this practicum project must elapse before direct evidence exists as to the overall value of a local Child Safety Education Clearinghouse to children, this practicum project has confirmed that a computerized information storage and retrieval system can be a useful tool in achieving child safety education.

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APPENDIX A

The Child Safety Task Force

ALTERNATIVE HUMAN SERVICES, INC.

FIRST MEETING
CHILD SAFETY TASK FORCE
OF PINELLAS COUNTY

OCTOBER 23, 1984
4:00 to 5:15 PM

AGENDA

I.	Welcome Task Force Members Roy W. Miller, Executive Director of Alternative Human Services	4:00
II.	Introduction - Child Safety Task Force Keynote Speaker - Pinellas County Commissioner Barbara Sheen-Todd	4:15
III.	Overview Task Force Committees Roy W. Miller	4:35
IV.	Time Selection for Individual Committee Meetings; Q & A Roy W. Miller	4:50
V.	Adjournment	5:15

Clearwater Sun
Pinellas County's fastest growing newspaper
FRIDAY, August 24, 1984 Clearwater, Florida Volume 71, Number 110 25 cents

New task force reaches out to help children

By BOB MALLETT
Sun staff writer

At a time when cases of child abuse and abduction are making national headlines, members of a newly formed Pinellas County Child Safety Task Force hope to establish a "national model" child safety program in the county.

The task force, to be coordinated by Alternative Human Services, is intended to draw together leaders in government, law enforcement, social services, civic groups and the general public under a comprehensive umbrella organization to promote child safety.

"Often public and federal government interest to issues goes in stages—for a while it was women and now children are in," said County Commissioner Barbara Sheen Todd, honorary chairman of the task force.

"It would be to our county's benefit to take advantage of the fact that children are in now to establish a (child safety) program that will last over the long term," she said.

Task force members hope to combat locally what has become a rapidly escalating epidemic of child abuse, neglect and abduction in this country. Each year in the United States about 2 million children are listed missing with some 20,000 to 30,000 not returning home by the end of the year. In Pinellas County there are about 6,000 reported incidences of missing or runaway children each year.

Alternative Human Service officials also say there are 7,000 reported cases of child abuse each year in the county. And on Wednesday Gov. Bob Graham ordered the state Department of Health and Rehabilitative Services to begin reinvestigating some 180 reported cases of child abuse at day care centers, including 13 in Pinellas County.

That investigation came on the heels of reports that toddlers were sexually abused at Country Walk Babysitting Service, an unlicensed Dade County center run by a convicted child molester. At least one child was reported to have contracted gonorrhea of the throat.

What and similar cases in California, Minnesota and New York point to the desperate need for child safety programs, Mrs. Todd said.

"I want Pinellas County to be an outstanding national example of what can happen when government, social agencies, civic groups and neighborhood associations join hands," Mrs. Todd said.

But when she contacted county Juvenile Welfare Board officials last June,

(Please see * CHILDREN, next page)

* Children

(from page 1A)

she learned there was no group responsible for coordinating such programs in the county and she agreed to chair the new task force designed to do so.

Carolyn Eastman-Jones of Alternative Human Services will try to establish a link between existing child service agencies and promote public awareness of those services.

"Right now there are many agencies involved in dealing with child abuse, child abductions and the like, but there is no coordinating group linking them," Ms. Eastman-Jones said. "When a person calls one agency for information the chances are they are not presented with the whole spectrum of the services available."

To reach that goal, the task force has submitted questionnaires to various agencies to obtain information on what services they provide, how they operate and what resources they have available. The information will be compiled into a packet of child safety information for distribution to the public.

The task force also plans to have presentations at local malls, schools and civic clubs to provide information on child safety and to promote public awareness and involvement in child safety, another major goal of the task force, Ms. Eastman-Jones added.

"We're not interested only in working with social service agencies," she said. "We want to get families involved countywide."

One way the task force is considering to involve the public directly in child safety is the establishment of a neighborhood child safety program.

"I see in my mind a parallel to the Neighborhood Crime Watch programs where we would have neighbors watching each other's kids," Mrs. Todd said. "We are talking about having block parents, safe houses marked with signs in the windows so children would know they could go for help if they need it ... I think we have a responsibility to one another's children."

The task force plans to begin some of its major projects this fall, Mrs. Todd said, with much of the funding for those projects coming from private, local sources.

"We want this task force to reach out to all ages so we can join hands to protect all our children," she said.

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BEST COPY AVAILABLE

APPENDIX B

Organization Of The Child Safety Task Force

1. To heighten a community awareness of the problems of child abuse, child abduction & rel/ safety issues

2. To provide a countywide education campaign to instruct children, parents, and human service professionals to more effectively deal with child abuse, abduction & related child safety issues

Commissioner Barbara Sheen Todd
Alternative Human Services Exec. Dir.

STEERING COMMITTEE OBJECTIVES

1. Determination of Committee Accountability
2. Assure Quality Control
3. Coordinate & Monitor overall effort

Steering Committee Members

1) Task Force Coordinator _____
2) Child Safety Handbook Chairperson _____
3) Classroom Ed. Chairperson _____
4) Community Education Chairperson _____
5) Communications Chairperson _____

COMMITTEE OBJECTIVES

Child Safety Handbook

To develop a child safety handbook and a directory of services for Pasco & Pinellas Counties

Inventory & Review available handbook material - Nov.

Define Purpose
Identify Audience
Determine Format
} Nov.

Review resources to determine agencies to be included - Nov.

Determine additional contents - Dec.
Develop a Distribution Plan (with aid of communications committee) ensuring access to audience - Jan.
Design handbook in coordination with communications committee -Dec.

Classroom Education

To provide 2,000 people/hours of child protection education with focus on private & public schools

Develop a standard 20 min. preschool child protection presentation for Pinellas County Schools- Nov

Inventory existing resources - Nov. applicable to program development
Specify Objectives
Select Resources
} Nov.

Identify & Recruit Instructors - Nov

Select training materials - Nov.
Design & Evaluation - Nov.
Identify school age children who have not received child protection ed. (elementary & middle school) Nov.
Develop standard presentation
Establish a four month long prog. schedule - Dec.-March

Community Education

To provide 3,000 people/hours of child abuse education with a focus on the general community

Identify groups & organizations to receive this education - Nov.

Nov
- Develop a standard presentation
- Specify Objectives
- Select Resources
- Select presentation materials

Design evaluation instrument to measure effectiveness - Nov.
Identify & recruit instructors-Nov.
Establish a five month long calendar schedule of community education presentations Dec.-April

Communications

To promote C.S.T.F. objectives through use of community relations activities, media & special events.

Coordinate Task Force Committee objectives into communication plan by Oct.

Develop plan to approach general community with child safety ed. presentations - Nov.

Assist in child safety handbook design and distribution Nov.-Jan.

Coordinate special event Nov.-Feb.
Promote media speaking schedule for community ed. presenters. for Nov.-Feb.
Feature a highlight, through press, designated Task Force members. Oct.-Feb.
Develop plan to reach private sector for committee involvement. Oct.-Nov.

CHILD SAFETY TASK FORCE COMMITTEES

1. The Community Education Committee - will provide child protection seminars and workshops to specific adult target groups throughout our community.

2. Classroom Education Committee - will develop a child safety program for youth to be implemented through the public and private school system.

3. The Communications Committee - will promote community awareness of the Child Safety Task Force's objectives through use of community relations activities, a formalized speakers bureau, the media and special events.

4. The Child Safety Handbook Committee - will develop a child safety handbook to inform families and direct them to available community resources.

APPENDIX C

Survey Of Elementary School Teachers

The Classroom Education Committee of the Child Safety Task Force is contemplating developing a listing of community resources available to teachers for use in safety education activities. We would appreciate your response to the following questions, which will help us determine the usefulness of a resource listing system.

Please check the appropriate responses to the following questions and return this form to:

Wendell Howze

School Health Services

Euclid Student Services Center

1. If a list of resources were available, would you use it?

Yes _____

No _____

2. Do you see community resources as valuable to you in planning child safety education activities in your classroom?

Yes _____

No _____

3. Are you aware of existing community resources for child safety education?

Yes _____

No _____

APPENDIX D

User Request Log

Child Safety Education Clearinghouse

User Request Log

Date	Name	Schl/Grp/Agency	Phone No.	Type of Audience

APPENDIX E

User Followup Survey

Our records indicate that you requested information on community resources from the Child Safety Education Clearinghouse. In an attempt to insure that the clearinghouse is meeting your needs, we would appreciate your completing the following survey. Please return to:

Wendell Howze

School Health Services

Euclid Student Services Center

Please check your responses to the following items:

1. How convenient was it to request information from the clearinghouse?

Very convenient ___ Convenient ___ Inconvenient ___ Very inconvenient ___

2. Was the type of community resource you sought available through the clearinghouse?

Yes _____ No _____

3. Did the community resource respond to your request for assistance?

Yes _____ No _____

4. Did the community resource meet your need in your child safety education activity?

Yes _____ No _____

5. Do you feel you will use the clearinghouse again?

Yes _____ No _____

6. Please add any comments you would like to make.

APPENDIX F

Needs For Improvement Form

Our records indicate that you requested information on community resources from the Child Safety Education Clearinghouse.

It is our desire to make the clearinghouse as useful as possible to you. Please list for each area indicated improvements that you think would make the clearinghouse system more useful to you. Please return this form to:

Wendell Howze

School Health Services

Euclid Student Services Center

1. Access to the system:

2. Types of resources listed:

3. Areas of child safety education not listed:

4. Additional comments:

APPENDIX G

Information Request Form

Information Request

CHILD SAFETY TASK FORCE

The Child Safety Task Force of Pinellas County under the auspices of Alternative Human Services Inc. is collecting information on child abuse and child neglect prevention programs. Your name has been suggested as offering information in the area of abuse/neglect. This information will be compiled in a resource manual which will be made available to schools, community groups, government agencies and the public. 116

Please make the time to complete the information requested below. Your effort will contribute to the development of a comprehensive resource manual. Thank you.

Agency Name and Address: _____

_____

_____

Phone Number: _____

Contact Person: _____

1. We are willing to provide speakers, for the following groups on child safety (child abuse, child neglect, child molestation, bus safety, physical safety).

_____Pre-school	_____College
_____Grades K-2	_____Adult Groups
_____Grades 3-5	_____Private Schools
_____Grades 6-8	_____Public Schools
_____Grades 9-12	_____Professional Groups

2. The title(s) of our presentations is/are: _____

_____

_____

3. The length of the presentation(s) is: _____

_____

_____

4. We have the following audio visuals, pamphlets and/or flyers that can be loaned/donated to those interested in such materials.

_____

_____

_____

_____

_____

Please return to Wendell Howze, Area Resource Teacher, School Health Services, Euclid Center, 1015 10th Avenue North, St. Petersburg, Florida 33705.

APPENDIX H

List Of Initial Resources

Agencies

Center Against Spouse Abuse

Family Services Center

Sexual Assault Family Emergency

Time Out Homes

Health and Rehabilitative Services (HRS) Child Protection Team

Religious Community Services

Missing Children Help Center

Latchkey Services for Children

Exchange Center for Prevention of Child Abuse

HRS Children's Medical Services

Juvenile Welfare Board

Pinellas County License Board

Catholic Social Services

Children's Home Society

Head Start Child Development

Network of Christian Counseling Centers

Resource Center

Youth and Family Connection

South Pinellas Association on Children Under Six

Face Learning Center

Alternative Human Services

Family Services Counseling Center

Pinellas County Schools - School Health Services, School Social Work Services, School Psychological Department, School Social Studies

Child Guidance Center

Mental Health Services of South Pinellas

Mental Health Services of Upper Pinellas

American Automobile Association/Pinellas Affiliate

Florida Diagnostic Learning Resource Systems (FDLRS)

Big Brothers/Big Sisters

National Safety Council/Pinellas Chapter

Clubs/Civic Organizations

St. Petersburg Junior Woman's Club

Pinellas County Council of PTAs

Independent Order of Forresters

Infinity Club

First Presbyterian Church of St. Petersburg

Pinellas County Volunteer Program to Help Abused/Neglected Children

Police Departments

Clearwater Police Department

Dunedin Police Department

Largo Police Department

Pinellas County Sheriff

St. Petersburg Police Department

Individuals

Scott Permesly, M.D.

State/National Sources

for Further Information

Florida Center for Children and Youth

Florida Catholic Conference

National Association of Social Workers

Florida Association on Children Under Six

Junior League of Florida

National Association of Jewish Women

Children's Right of Florida Inc.

HRS Child Abuse Registry Hotline

Child Abuse Committee of Florida

APPENDIX I

Memorandum To Public School Principals

pinellas county schools **MEMO**

DATE: January 6, 1985

TO: Elementary Principals

FROM: Wendell Howze, Area Resource Teacher WH
School Health Services

RE: List of Resources on Child Safety Education

School Health Services as a result of working with the Child Safety Task Force has compiled a listing of agencies and organizations willing to offer materials and make presentations on child safety. The listing consists of more than fifty local, state and national sources. Each source has been contacted and has indicated the types of material available and the ages of the audience for whom they will make presentations.

Please inform your staff of the availability of this service. They can obtain further information on the listing by contacting:

Wendell Howze
Area Resource Teacher
School Health Services
Euclid Center
823-8696

pinellas county schools **MEMO**

DATE: January 6, 1985

TO: Exceptional Education Principals

FROM: Wendell Howze, Area Resource Teacher
School Health Services

RE: List of Resources on Child Safety Education

School Health Services as a result of working with the Child Safety Task Force has compiled a listing of agencies and organizations willing to offer materials and make presentations on child safety. The listing consists of more than fifty local, state and national sources. Each source has been contacted and has indicated the types of material available and the ages of the audience for whom they will make presentations.

Please inform your staff of the availability of this service. They can obtain further information on the listing by contacting:

Wendell Howze
Area Resource Teacher
School Health Services
Euclid Center
823-6696

APPENDIX J

Additional Resources

Agencies

Hotline/Information and Referral

S.A.F.E. Center

Guardian Ad Litem Program

Pinellas County Health Department

Pinellas Alcohol Rehabilitation (PAR)

Clubs/Civic Organizations

Metropolitan Community Church

Lions Club of St. Petersburg

State/National Sources For Further Information

National Family Life Education Network

American Public Health Association

Play It Safe

National Resource Center for Family Based Services

National Resource Center for Foster and Residential Care

National Resource Center for Special Needs Adoptions

Healthy Mothers, Healthy Babies

Health Education Electronic Forum (HEEF)

National Clearinghouse for Drug Abuse Information

Consumer Product Safety Commission

Walt Disney Educational Media Company

National Institute of Child Health and Human Development

FLA-LOVE

National Directory for Children and Youth Services

Children of Alcoholics Foundation

National Association for Children of Alcoholics

National Center for Missing and Exploited Children

National Child Safety Council

Child Keyppers International

Adam Walsh Child Resource Center

Child Find Inc.

Missing Children Networks

APPENDIX K

Hard Copy List Of Resources

PINELLAS COUNTY SCHOOLS
SCHOOL HEALTH SERVICES
Euclid Center
St. Petersburg, Florida

RESOURCE GUIDE

Community Resources for Child Safety

The School Board of Pinellas County, Florida

Rev. Albert G. Blomquist, D. Min., Chairman

Gerald R. Castellanos, Vice Chairman
Betty L. Hamilton
Calvin A. Hunsinger
Frank Pesuth, Ed.D.
Wallace J. Voege
Ron Walker

Scott N. Rose, Ed.D.
Superintendent of Schools

Howard Hinesley, Ed.D.
Executive Assistant Superintendent

Fred Hoffman, Ed.D.
Assistant Superintendent for Student Services

Betty Walton, Ph.D.
Supervisor, School Health Services

Wendell M. Howze, Area Resource Teacher
School Health Services

March, 1986

ACKNOWLEDGEMENTS

I would like to express my appreciation for the assistance and support of the Child Safety Task Force, and various personnel in Pinellas County Schools. Without their concern about, and support for increased safety awareness for our children, the development of this document would not have been possible.

Special thanks go to the Supervisor of School Health Services, Elizabeth Walton for her encouragement and to Martha Pierce for her superb secretarial assistance.

Wendell M. Howze

Wendell M. Howze, Area Resource Teacher
School Health Services

Pinellas County Schools
School Health Services

Resource Guide 130

Community Resources for Child Safety

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	Page	Page Color
Pre-School	1	Pink
Exceptional Education Classes.	3	Green
Kindergarten - Grade 2	5	Ivory
Grades 3 - 5	7	Blue
Grades 6 - 8	9	Yellow
Grades 9 - 12	11	Tan
College	15	Green
Private Schools	19	Ivory
Public Schools	23	Blue
Professional Groups	27	Yellow
Adult Groups	31	Tan

Community Resources for Child Safety

Pre-School

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
St. Petersburg Police Dept. Youth Service Section 300 1st Ave. N. Petersburg, FL 33705 Phone: 893-7171	Sgt. Darrell Manning	Varies	Varies	Filmstrips, Puppets, Films, etc.	No
Scott Permesly, M.D. 1401 W. Bay Dr. Largo, FL 33540 Phone: 586-6661	Roxanne Permesly	Varies	30 Minutes	Tape	Yes
HRS Children's Med. Service 800 6th St. S. St. Petersburg, FL 33701 Phone: 893-2775	Mary Ann Datz	Varies	30 Minutes	None	No
St. Petersburg Junior Women's Club 40 Snell Isle Blvd. N.E. St. Petersburg, FL 33704 Phone: 521-1161	Pamela Wilty 732 52 Ave. N. St. Petersburg, FL 33703 Phone: 521-1161	Varies	Varies	No	No
Juvenile Welfare Board 4140 49th St. St. Petersburg, FL 33709 Phone: 521-1853	Jack Hartmann	Preventing Child Sexual Abuse and Abduction	20 to 30 Min.	Films, Video Tapes, Cassettes and Handouts	Yes
Dunedin Police Dept. 737 Louden Ave. Dunedin, FL 33528 Phone: 733-9342	Ptl. John Brown and Ptl. Richard McBride	Varies	30 Min. to 1 Hour	Films and Filmstrips	No
Largo Police Dept. 100 E. Bay Dr. Largo, FL 33540 Phone: 586-2666	Officer Wendy Howe	Varies	45 Minutes to 1 Hour	Films	No

Community Resources for Child Safety

Pre-School (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Alternative Human Services 5235 16th St. N. St. Petersburg, FL 33702 Phone: 526-1100	Brenda Hupp Tyna Middleton John Mullins	Varies	Varies	VCR & TV Monitor, Dukane Filmstrip, 16 MM Projectors and Slide Projectors.	Yes
Horizon Hospital 11300 U.S. 19 S. Clearwater, FL 33546 Phone: 541-2646	Malcolm Harriman	Varies	Varies	None	No
School Health Services Pinellas County Schools 1015 10th Ave. N. St. Petersburg, FL 33705 Phone: 823-6696	Martha Pierce	Varies	Varies	Books, Filmstrips	Yes
Mental Health Services of Upper Pinellas 1437 S. Belcher Road Suite 200 Clearwater, FL 33546 Phone: 536-5950	Linda Gualtieri	Varies	Varies	None	No
Head Start 12351 - 134th Ave. N. Largo, FL 33544 Phone: 584-7115	------	Child Abuse and Neglect	1 Hour	None	No

Community Resources for Child Safety

Exceptional Education Classes

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Alternative Human Services 5235 16th St. N. St. Petersburg, FL 33702 Phone: 526-1100	Brenda Hupp Tyna Middleton John Mullins	Varies	Varies	VCR & TV Monitor, Dukane Filmstrip, 16 MM Projector Slide Projector & Cassette Tapes	Yes
edfield Center .2891 Seminole Blvd. Largo, FL 33544 Phone: 581-8757	Administration	Varies	Varies	None	No
Alternative Human Services Youth & Family Connection P.O. Box 13087 St. Petersburg, FL 33733 Phone: 461-1424	Robin Templeton	Runaways, Family Relationships and Communication, Suicide	Varies	Program Flyers	Yes
Dunedin Police Dept. 737 Louden Ave. Dunedin, FL 33528 Phone: 733-9342	Ptl. John Brown Ptl. Richard McBride	Child Sexual Assault, Crime Prevention, St. Safety for Children	Varies	Film and Filmstrips	No
Largo Police Dept. 100 E. Bay Dr. Largo, FL 33540 Phone: 586-2666	Officer Wendy Howe	Stranger Danger, Child Abuse, Bike Safety & Senior Citizen Programs	Varies	Varies	No
School Health Services Pinellas County Schools 1015 10th Ave. N. St. Petersburg, FL 33705 Phone: 823-6696	Martha Pierce	Varies	Varies	Books, Filmstrips	Yes

Community Resources for Child Safety

Grades Kindergarten - 2

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
St. Petersburg Police Dept. Youth Service Section 1300 1st Avenue N. St. Petersburg, FL 33705 Phone: 893-7171	Sgt. Darrel Manning	Varies	Varies	Filmstrips, Puppets, Films	No
Scott Permesly, M.D. 1401 W. Bay Dr. Largo, FL 33540 Phone: 586-6661	Roxanne Permesly	Varies	Varies	Tape	Yes
HRS Children's Med. Service 800 6th St. S. St. Petersburg, FL 33701 Phone: 893-2775	Mary Ann Datz	Varies	Varies	None	No
Juvenile Welfare Board 4140 49th St. N. St. Petersburg, FL 33709 Phone: 521-1853	Jack Hartmann	Prevention of Child Sexual Abuse and Abduction	Varies	16 MM Films, Video Tape Cassettes, Audio Tape, Hand-outs & Pop Songs	Yes
Dunedin Police Dept. 737 Louden Ave. Dunedin, FL 33528 Phone: 733-9342	Ptl. John Brown Ptl. Richard McBride	Child Sexual Assault, Crime Prevention, Street Safety	Varies	Films, and Filmstrips	No
Largo Police Dept. 100 E. Bay Dr. Largo, FL 33540 Phone: 586-2666	Officer Wendy Howe	Child Abuse/Sexual Abuse, Bike Safety, Con Games, Neighbor-hood Watch	Varies	Slide Presentation, Films	No
Alternative Human Services 5235 - 16th St. N. St. Petersburg, FL 33702 Phone: 526-1100	Brenda Hupp Tyna Middleton John Mullins	Child Safety, Positive Parenting, Proper Discipline	Varies	VCR & TV Monitor, Dukane Filmstrip, 16 MM Projector, Slide Projectors	Yes

Community Resources for Child Safety

Grades Kindergarten - 2 (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Family Service Centers 2960 Roosevelt Blvd. Clearwater, FL 33520 Phone: 536-9427	Karen Edge	Child Abuse, Parent Education	Varies	None	No
Horizon Hospital 11300 U.S. 19 S. Clearwater, FL 33546 Phone: 541-2646	Malcolm Harriman	Varies	Varies	None	No
School Health Services Pinellas County Schools 1015 10th Ave. N. St. Petersburg, FL 33705 Phone: 823-6696	Martha Pierce	Varies	Varies	Books, Filmstrips	Yes
Mental Health Services of Upper Pinellas 1437 So. Belcher Road, Suite 200 Clearwater, FL 33546 Phone: 536-5950	Linda Gualtieri	Child Abuse, Touching	Varies	None	No

Community Resources for Child Safety

Grades 3-5

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
St. Petersburg Police Dept. Youth Service Section '00 1st Ave. N. Petersburg, FL 33705 Phone: 893-7171	Sgt. Darrell Manning	Varies	Varies	Filmstrips, Puppets, & Films	No
Scott Permesly, M.D. 1401 W. Bay Dr. Largo, FL 33540 Phone: 586-6661	Roxanne Permesly	Varies	30 Min.	Tape	Yes
HRS Children's Med. Service 800 6th St. S. St. Petersburg, FL 33701 Phone: 893-2775	Mary Ann Datz	Varies	Varies	None	No
Juvenile Welfare Board 4140 49th St. N. St. Petersburg, FL 33709 Phone: 521-1853	Jack Hartmann	Prevention of Child Sexual Abuse and Abduction	Varies	16 MM Films, Video Tape, Cassette Audio Tape, Pop Songs and Hand Outs.	Yes
Dunedin Police Dept. 737 Louden Ave. Dunedin, FL 33528 Phone: 733-9342	Ptl. John Brown Ptl. Richard McBride	Child Sexual Assault, Crime Prevention, & Street Safety for Children	Varies	Films and Filmstrips	No
Largo Police Dept. 100 E. Bay Dr. Largo, FL 33540 Phone: 586-2666	Officer Wendy Howe	Child Abuse/Sexual Abuse, Negative Touch and Bike Safety	Varies	Films	No
Alternative Human Services 5235 16th Street N. St. Petersburg, FL 33702 Phone: 526-1100	Brenda Hupp Tyna Middleton John Mullins	Child Safety, Proper Discipline, Positive Parenting, etc.	Varies	VCR & TV Monitor, Dukane Filmstrip, 16 MM Projectors, Slide Projectors, Casette	Yes

Community Resources for Child Safety

Grades 3-5 (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Medfield Center 12891 Seminole Blvd. Largo, FL 33544 Phone: 581-8757	Administration	Varies	Varies	Speakers for Requested Topics.	No
Family Service Centers 2960 Roosevelt Blvd. Clearwater, FL 33520 Phone: 536-9427	Karen Edge	Child Abuse and Parent Education	Varies	Varies	No
Horizon Hospital 11300 U.S. 19 S. Clearwater, FL 33546 Phone: 541-2646	Malcolm Harriman	Varies	Varies	None	No
School Health Services Pinellas County Schools 1015 10th Ave. N. St. Petersburg, FL 33705 Phone: 823-6696	Martha Pierce	Varies	Varies	Books, Filmstrips	Yes

Community Resources for Child Safety

Grades 6 - 8

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
St. Petersburg Police Dept. Youth Service Section 1300 1st Ave. N. St. Petersburg, FL 33705 Phone: 893-7171	Sgt. Darrell Manning	Varies	Varies	Filmstrips, Puppets, Films, etc.	No
HRS Children's Med. Service 800 6th St. S. St. Petersburg, FL 33701 Phone: 893-2775	Mary Ann Datz	Varies	Varies	None	No
Dunedin Police Dept. 737 Louden Ave. Dunedin, FL 33528 Phone: 733-9342	Ptl. John Brown Ptl. Richard McBride	Child Sexual Assault, Crime Prevention, and Street Safety for Children	Varies	Filmstrips and Film.	No
Largo Police Dept. 100 E. Bay Dr. Largo, FL 33540 Phone: 586-2666	Officer Wendy Howe	Child Abuse, Sexual Abuse, Negative Touch, Bike Safety	Varies	Slide Presentation, 16 MM Film.	No
Alternative Human Services 5235 16th St. N. St. Petersburg, FL 33702 Phone: 526-1100	Brenda Hupp Tyna Middleton John Mullins	Child Safety, Proper Discipline, Positive Parenting	Varies	VCR & TV Monitor, Dukane Filmstrip, 16 MM Projector Cassette Tapes	Yes
Alternative Human Services Youth and Family Connection P.O. Box 13087 St. Petersburg, FL 33733 Phone: 461-1424	Robin Templeton	Runaways, Family Relationships and Communication, Suicide	Varies	Program Flyers	Yes
Medfield Center 12891 Seminole Blvd. Largo, FL 33544 Phone: 581-8757	Administration	Speakers	Varies	None	No

Community Resources for Child Safety

Grades 6-8 (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Horizon Hospital 11300 U.S. 19 S. Clearwater, FL 33546 Phone: 541-2646	Malcolm Harriman	Varies	Varies	None	No
School Health Services Pinellas County Schools 1015 10th Ave. N. St. Petersburg, FL 33705 Phone: 823-6696	Martha Pierce	Varies	Varies	Books, Filmstrips	Yes

Community Resources for Child Safety

Grades 9 - 12

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
St. Petersburg Police Dept. Youth Service Section 1300 1st Ave. N. St. Petersburg, FL 33705 Phone: 893-7171	St. Darrell Manning	Varies	Varies	Filmstrips, Puppets, Films,	No
Pinellas County Sheriff's Dept. 250 W. Ulmerton Rd. Largo, FL 33544 Phone: 587-6200	--------	Rape Prevention and Child Abuse	45 Min.	None	No
Exchange Center for the Prevention of Child Abuse All Children's Hospital 777 - 4th Street S. St. Petersburg, FL 33701 Phone: 821-7474	Dr. Gary Blaine	Sexual Abuse and Prevention, and Failure to Thrive	Varies	Films & Movies	No
HRS Children's Med. Service 800 6th St. S. St. Petersburg, FL 33701 Phone: 893-2775	Mary Ann Datz	Varies	30 Min.	None	No
Pinellas County License Bd. 2189 Cleveland St. Suite 226 Clearwater, FL 33544 Phone: 441-3738	Linda Stoller	Choosing Childcare, and Licensing Regulations in Pinellas County	30 Min.	Flyers	Yes
Project PASS Pinellas County Schools 1015 10th Ave. N. St. Petersburg, FL 33705 Phone: 823-6696 Ext. 46	John Kackley	Child Abuse, Neglect and Molestation	1 Hour	None	No

Grades 9 - 12 (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Dunedin Police Dept. 737 Louden Ave. Dunedin, FL 33528 Phone: 733-9342	Ptl. John Brown Ptl. Richard McBride	Child Sexual Assault, Crime Prevention and Street Safety for Children	Varies	Films, and Filmstrips	No
Largo Police Dept. 100 E. Bay Dr. Largo, FL 33540 Phone: 586-2666	Officer Wendy Howe	Child Abuse/Sexual Abuse, Negative Touch, Bike Safety Sr. Citizen Programs	Varies	16 MM Film and Slide Presentation,	No
Alternative Human Services 5235 16 St. N. St. Petersburg, FL 33702 Phone: 526-1100	Brenda Hupp Tyna Middleton John Mullins	Child Safety and Related Matters, Positive Parenting, Proper Discipline	Varies	VCR & TV Monitor, Dukane Filmstrip, 16 MM Projectors, Slide Projectors, Cassette Tapes	Yes
Alternative Human Services Youth and Family Connection P.O. Box 13087 St. Petersburg, FL 33733 Phone: 461-1424	Robin Templeton	Runaways, Family Relationships and Communication, Suicide	Varies	Flyers	Yes
Medfield Center 12891 Seminole Blvd. Largo, FL 33544 Phone: 581-8757	Administration	Varies	Varies	None	No
Horizon Hospital 11300 U.S. 19 S. Clearwater, FL 33546 Phone: 541-2646	Malcolm Harriman	Varies	Varies	None	No

Community Resources for Child Safety

Grades 9 - 12 (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
School Health Services Pinellas County Schools 1015 10th Ave. N. St. Petersburg, FL 33705 Phone: 823-6696	Martha Pierce	Varies	Varies	Books, Filmstrips	Yes
Mental Health Services of Upper Pinellas 1437 S. Belcher Rd. Suite 200 Clearwater, FL 33546 Phone: 536-5950	Linda Gualtieri	Touching (Pre-School) Child Abuse (Adolescents & Adults)	Varies	None	No

Community Resources for Child Safety

College

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Guardian Ad Litem 14500 49th St. N. Clearwater, FL 33520 Phone: 530-6528	Terry Houston Joella Brown Jane Kelly	Child Abuse and Neglect	30 Min.	Pamphlets	Yes
St. Petersburg Police Dept. Youth Service Section 1300 1st Ave. N. St. Petersburg, FL 33705 Phone: 893-7171	Sgt. Darrell Manning	Varies	Varies	None	No
Latchkey Services for Children 1301 Seminole Blvd., Suite H Largo, FL 33540 Phone: 584-5374/581-1041	Carolyn Johnson	Varies	Varies	Pamphlets	Yes
Pinellas Co. Sheriff's Dept. 250 W. Ulmerton Rd. Largo, FL 33544 Phone: 587-6200	------	Child Abuse & Rape Prevention	45 Min.	None	No
Exchange Center for the Prevention of Child Abuse All Children's Hospital 777 4th St. S. St. Petersburg, FL 33701 Phone: 821-7474	Dr. Gary Blaine	Child Abuse/Prevention Sexual Abuse and Failure to Thrive	Varies	Films and Movies	No
Pinellas Co. Sheriff's Dept. 250 W. Ulmerton Rd. Largo, FL 33540 Phone: 585-9911 Ext. 146	Sgt. Skip Cutting	Child Pornography & Child Abuse	Varies	Slide Presentation and Hand-outs	No

Community Resources for Child Safety

College (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Pinellas Co. License Board 2189 Cleveland St. Suite 226 Clearwater, FL 33544 Phone: 441-3738	Linda Stoller	Varies	Varies	Flyers	Yes
Project PASS Pinellas County Schools 1015 10th Ave. N. St. Petersburg, FL 33705 Phone: 823-6696	John Kackley	Child Abuse, Neglect & Molestation	Varies	None	No
Largo Police Dept. 100 E. Bay Dr. Largo, FL 33540 Phone: 586-2666	Officer Wendy Howe	Child Abuse, Sexual Abuse, Bike Safety, Stranger Danger	Varies	Slide Presentation & 16 MM Films	No
All Children's Hospital 777 4th St. S. St. Petersburg, FL 33701 Phone: 892-4455	Child Protection Team Case Coordinator	Child Abuse/Neglect	Varies	Films and Flyers	No
Alternative Human Services 5235 16 St. N. St. Petersburg, FL 33702 Phone: 526-1100	Brenda Hupp Tyna Middleton John Mullins	Child Safety, Proper Discipline, Positive Parenting	Varies	VCR & TV Monitor, Dukane Filmstrip, 16 MM Projector Cassette Tapes	Yes
Alternative Human Services Youth and Family Connection P.O. Box 13087 St. Petersburg, FL 33733 Phone: 461-1424	Robin Templeton	Runaways, Family Relationships and Communication, Suicide	Varies	Program Flyers	Yes

College (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
First Presbyterian Church 701 Beach Drive N.E. St. Petersburg, FL 33701 Phone: 822-2031/822-2032	V. Jay Warthen	Active Parenting, Preventing Abuse & Neglect	Varies	None	No
Medfield Center 12891 Seminole Blvd. Largo, FL 33544 Phone: 581-8757	Administration	Varies	Varies	None	No
Horizon Hospital 11300 U.S. 19 S. Clearwater, FL 33546 Phone: 541-2646	Malcolm Harriman	Varies	Varies	None	No
School Health Services Pinellas County Schools 1015 10 Ave. N. St. Petersburg, FL 33705 Phone: 823-6696	Martha Pierce	Varies	Varies	Books, Filmstrips	Yes

Community Resources for Child Safety

Private Schools

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
St. Petersburg Police Dept. Youth Service Section 1300 1st Ave. N. St. Petersburg, FL 33705 Phone: 893-7171	Sgt. Darrell Manning	Varies	Varies	Filmstrips, Puppets, and Films	No
Latchkey Services for Children 1301 Seminole Blvd. Suite H Largo, FL 33540 Phone: 584-5374/581-1041	Carolyn Johnson	Varies	Varies	Pamphlets & HRS Material	No
Exchange Center for the Prevention of Child Abuse 777 4th St. S. St. Petersburg, FL 33701 Phone: 821-7474	Dr. Gary Blaine	Child Abuse/Prevention Sexual Abuse and Failure to Thrive	Varies	Films and Movies	No
Juvenile Welfare Board 4140 49 St. N. St. Petersburg, FL 33709 Phone: 521-1893	Jack Hartmann	Child Sexual Abuse and Abduction	Varies	16 MM Film, Cassette Audio-tape, Pop Songs and Hand-outs	Yes
Dunedin Police Dept. 737 Louden Ave. Dunedin, FL 33528 Phone: 733-9342	Ptl. John Brown Ptl. Richard McBride	Child Sexual Assault, Crime Prevention/ St. Safety for Children	Varies	Films and Filmstrips	No
Largo Police Dept. 100 E. Bay Dr. Largo, FL 33540 Phone: 586-2666	Officer Wendy Howe	Child Abuse/Sexual Abuse, Negative Touch, Bike Safety & Stranger Danger	Varies	Slide Presentation, 16 MM Film	No

Community Resources for Child Safety

Private Schools (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Alternative Human Services 5235 16 St. N. St. Petersburg, FL 33702 Phone: 526-1100	Brenda Hupp Tyna Middleton John Mullins	Child Safety, Positive Parenting, Proper Discipline	Varies	VCR & TV Monitor, Dukane Filmstrip, 16 MM Projectors Slide Projectors, Cassette Tapes	Yes
Alternative Human Services Youth and Family Connection P.O. Box 13087 St. Petersburg, FL 33733 Phone: 461-1424	Robin Templeton	Runaways, Suicide, Family Relationships and Communication	Varies	Flyers	Yes
First Presbyterian Church 701 Beach Drive N.E. St. Petersburg, FL 33701 Phone: 822-2031/822-2032	V. Jay Warthen	Preventing Abuse & Neglect, Active Parenting	Varies	None	No
Medfield Center 12891 Seminole Blvd. Largo, FL 33544 Phone: 581-8757	Administration	Varies	Varies	None	No
Family Service Centers 2960 Roosevelt Blvd. Clearwater, FL 33520 Phone: 536-9427	Karen Edge	Parent Education, Preventing Child Abuse	Varies	None	No
Missing Children-Help Center 410 Ware Blvd. Suite 400 Tampa, FL 33619 Phone: (Information not Available)	------	Missing & Exploited Children	20 Minutes	Brochures, Posters and General Information	Yes
Horizon Hospital 11300 U.S. 19 S. Clearwater, FL 33546 Phone: 541-2646	Malcolm Harriman	Varies	Varies	None	No

Community Resources for Child Safety

Private Schools (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
School Health Services Pinellas County Schools 1015 10th Ave. N. St. Petersburg, FL 33705 Phone: 823-6696	Martha Pierce	Varies	Varies	Books, Filmstrips	Yes
Mental Health Services of Upper Pinellas 1437 S. Belcher Rd., Suite 200 Clearwater, FL 33546 Phone: 536-5950	Linda Gualtieri	Child Abuse, (Adolescents, Adults)	Varies	None	No

Community Resources for Child Safety

Public Schools

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
St. Petersburg Police Dept. Youth Service Section 1300 1st Ave. No. St. Petersburg, FL 33705 Phone: 893-7171	Sgt. Darrell Manning	Varies	Varies	Filmstrips, Puppets, & Films	No
Latchkey Services for Children 1301 Seminole Blvd. Suite H Largo, FL 33540 Phone: 584-5374/581-1041	Carolyn Johnson	Varies	Varies	Pamphlets & HRS Material	No
Exchange Center for the Prevention of Child Abuse 777 4th St. S. St. Petersburg, FL 33701 Phone: 821-7474	Dr. Gary Blaine	Child Abuse/Prevention Sexual Abuse and Failure to Thrive	Varies	Films and Movies	No
Juvenile Welfare Board 4140 49 St. N. St. Petersburg, FL 33709 Phone 521-1893	Jack Hartmann	Child Sexual Abuse and Abduction	Varies	16 MM Film, Cassette Audio-tape, Pop Songs and Hand-outs	Yes
Dunedin Police Dept. 737 Louden Ave. Dunedin, FL 33528 Phone: 733-9342	Ptl. John Brown Ptl. Richard McBride	Child Sexual Assault, Crime Prevention/ St. Safety for Children	Varies	Films and Filmstrips	No
Largo Police Dept. 100 E. Bay Dr. Largo, FL 33540 Phone: 586-2666	Officer Wendy Howe	Child Abuse/Sexual Abuse, Negative Touch, Bike Safety & Stranger Danger	Varies	Slide Presentation, 16 MM Film	No

Community Resources for Child Safety

Public Schools (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Alternative Human Services 5235 16 St. N. St. Petersburg, FL 33702 Phone: 526-1100	Brenda Hupp Tyna Middleton John Mullins	Child Safety, Positive Parenting, Proper Discipline	Varies	VCR & TV Monitor, Dukane Filmstrip, 16 MM Projectors Slide Projectors, Cassette Tapes	Yes
Alternative Human Services Youth and Family Connection P.O. Box 13087 St. Petersburg, FL 33733 Phone: 461-1424	Robin Templeton	Runaways, Suicide, Family Relationships and Communication	Varies	Flyers	Yes
First Presbyterian Church 701 Beach Drive N.E. St. Petersburg, FL 33701 Phone: 822-2031/822-2032	V. Jay Warthen	Preventing Abuse & Neglect, Active Parenting	Varies	None	No
Medfield Center 12891 Seminole Blvd. Largo, FL 33544 Phone: 581-8757	Administration	Varies	Varies	None	No
Family Service Centers 2960 Roosevelt Blvd. Clearwater, FL 33520 Phone: 536-9427	Karen Edge	Parent Education, Preventing Child Abuse	Varies	None	No
Missing Children-Help Center 410 Ware Blvd. Suite 400 Tampa, FL 33619 Phone: (Information not Available)	----	Missing & Exploited Children	20 Min.	Brochures, Posters and General Information	Yes
Horizon Hospital 11300 U.S. 19 S. Clearwater, FL 33546 Phone: 541-2646	Malcolm Harriman	Varies	Varies	None	No

Community Resources for Child Safety

Public Schools (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
School Health Services Pinellas County Schools 1015 10th Ave. N. St. Petersburg, FL 33705 Phone: 823-6696	Martha Pierce	Varies	Varies	Books, Filmstrips	Yes
Mental Health Services of Upper Pinellas 1437 S. Belcher Rd. Suite 200 Clearwater, FL 33546 Phone: 536-5950	Linda Gualtieri	Child Abuse (Adolescents, Adults)	Varies	None	No

Community Resources for Child Safety

Professional Groups

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Guardian Ad Litem 14500 49 St. N. Clearwater, FL 33520 Phone: 530-6528	Terry Houston Joella Brown Jane Kelly	Child Abuse and Neglected	Varies	Pamphlets	Yes
St. Petersburg Police Dept. Youth Service Section 1300 1st Ave. N. St. Petersburg, FL 33705 Phone: 893-7171	Sgt. Darrell Manning	Varies	45 Min.	Filmstrips, Puppets and Films	No
Dunedin Police Dept. 737 Louden Ave. Dunedin, FL 33528 Phone: 733-9342	Ptl. John Brown Ptl. Richard McBride	Child Sexual Assault, Crime Prevention & St. Safety for Children	Varies	Films & Filmstrips	No
Largo Police Dept. 100 E. Bay Dr. Largo, FL 33540 Phone: 586-2666	Officer Wendy Howe	Child Abuse, Sexual Abuse, Negative Touch, Bike Safety	Varies	Slide Presentation, 16 MM Films	No
All Children's Hospital 777 4th St. S. St. Petersburg, FL 33701 Phone: 892-4455	Child Protection Team Case Coordinator	Child Abuse/Neglect	Varies	Films & Flyers	Yes
Alternative Human Services 5235 16th St. N. St. Petersburg, FL 33702 Phone: 526-1100	Brenda Hupp Tyna Middleton John Mullins	Child Safety, Proper Discipline, Positive Parenting	Varies	VCR & TV Monitor, Dukane Filmstrip, 16 MM Projectors, Slide Projectors, Cassette Tapes.	Yes

Professional Groups (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Alternative Human Services Youth and Family Connection P.O. Box 13087 St. Petersburg, FL 33733 Phone: 461-1424	Robin Templeton	Runaways, Family Relationships and Communication, Suicide	Varies	Flyers	Yes
First Presbyterian Church 701 Beach Drive. N.E. St. Petersburg, FL 33701 Phone: 822-2031/822-2032	V. Jay Warthen	Active Parenting, Preventing Abuse & Neglect, Shelter Home Operation	Varies	None	No
Medfield Center 12891 Seminole Blvd. Largo, FL 33544 Phone: 581-8757	Administration	Varies	Varies	None	No
Clearwater Police Dept. 644 Pierce St. Clearwater, FL 33515 Phone: 462-6106	Det. Jerry McAuley	Child Abuse, Sex Abuse, Child Molestation	1 Hour	Pamphlets	Yes
Family Service Centers 2960 Roosevelt Blvd. Clearwater, FL 33520 Phone: 536-9427	Karen Edge	Parent Education, Preventing Child Abuse	Varies	None	No
Missing Children-Help Center 410 Ware Blvd. Suite 400 Tampe, FL 33619 Phone: (Information not Available)	-----	Missing & Exploited Children	20 Min.	Brochures and Posters	Yes

Community Resources for Child Safety

Professional Groups (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Horizon Hospital 11300 U.S. 19 S. Clearwater, FL 33546 Phone: 541-2646	Malcolm Harriman	Varies	Varies	None	No
School Health Services Pinellas County Schools 1015 10 Ave. N. St. Petersburg, Fl 33705 Phone: 823-6696	Martha Pierce	Varies	Varies	Books, Filmstrips	Yes
Mental Health Services of Upper Pinellas 1437 S. Belcher Rd. Suite 200 Clearwater, FL 33546 Phone: 536-5950	Linda Gualtieri	Child Abuse (Adolescents & Adults)	Varies	None	No

Community Resources for Child Safety

Adult Groups

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Guardian Ad Litem 14500 49th St. N. Clearwater, FL 33520 Phone: 530-6528	Terry Houston, Joella Brown	Child Neglect and Abuse	30 Min.	Pamphlets	Yes
The Network of Christian Counseling Centers St. Petersburg, FL 33707 Phone: 343-1099	Harold Wahking	Varies	Varies	None	No
Pinellas County Council of PTA's 3733 McKay Creek Dr. Largo, FL 33540	Marilyn Banks	Varies	Varies	None	No
St. Petersburg Police Dept. Youth Service Section 1300 1st Ave. N. St. Petersburg, FL 33705	Sgt. Darrell Manning	Varies	Varies	Filmstrips, Puppets etc.	No
Scott Permesly, M.D. 1401 W. Bay Dr. Largo, FL 33540 Phone: 586-6661	Roxanne Permesly	Varies	Varies	Tape	Yes
Latchkey Services for Children, Inc. 1301 Seminole Blvd. Suite 100 Largo, FL 33540 Phone: 584-5374/581-1041	Carolyn Johnson	Child Abuse and Neglect, Child Safety in the Day Care Setting	Varies	Pamphlets & HRS Material	No
Pinellas Co. Sheriff's Dept. 150 W. Ulmerton Rd. Largo, FL 33544 Phone: 587-6200	----	Rape Prevention & Child Abuse	Varies	None	No

Community Resources for Child Safety

Adult Groups (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Exchange Center for the Prevention of Child Abuse All Children's Hospital 777 Fourth Street S. St. Petersburg, FL 33701 Phone: 821-7474	Dr. Gary Blaine	Child Abuse & Prevention, Sexual Abuse & Prevention, Failure to Thrive	Varies	Films and Movies	No
Pinellas County Sheriff's Dept. 250 W. Ulmerton Rd. Largo, FL 33540 Phone: 585-9911 Ext. 146	Sgt. Skip Cutting	Child Pornography, Missing Children	Varies	Slide Presentations with Hand-out Materials	No
Juvenile Welfare Board 4140 49th St. N. St. Petersburg, FL. 33709 Phone: 521-1853	Jack Hartmann	Prevention of Child Sexual Abuse & Abduction	Varies	16 MM Movie, Video Tape, Pop Songs & Hand-outs	Yes
Pinellas Co. License Board 2189 Cleveland St. Suite 226 Clearwater, FL 33544 Phone: 441-3738	Linda Stoller	Child Care	Varies	Flyers	Yes
Project PASS Pinellas County Schools 1015 10th Ave. N. St. Petersburg, FL 33705 Phone: 823-6696	John C. Kackley	Child Abuse, Neglect & Molestation	Varies	None	No
Dunedin Police Department Crime Prevention Unit 737 Louden Ave. Dunedin, FL 33528 Phone: 733-9342	Ptl. John Brown Ptl. Richard McBride	Child Sexual Assault, Crime Prevention & Street Safety for Children	Varies	Film and Filmstrips	No

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Community Resources for Child Safety

Adult Groups (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
All Children's Hospital 777 Fourth Street S. St. Petersburg, FL 33701 Phone: 892-4455	Child Protection Team Case Coordinator	Child Abuse/Neglect	Varies	Films & Flyers Upon Request	No
Alternative Human Services 5235 16th St. N. St. Petersburg, FL 33702 Phone: 526-1100	Brenda Hupp Tyna Middleton John Mullins	Child Safety, Proper Discipline, Positive Parenting	Varies	VCR & TV Monitor, Tapes, Dukane Filmstrip, Slide Projectors 16 MM Projector	Yes
Alternative Human Services Youth & Family Connection P. O. Box 13087 St. Petersburg, FL 33733 Phone: 461-1424	Robin Templeton	Runaways, Suicide, Family Relationships & Communication	Varies	Flyers	Yes
First Presbyterian Church 701 Beach Drive N.E. St. Petersburg, FL 33701 Phone: 822-2031/822-2032	V. Jay Warthen	Shelter Home Operation, Active Parenting, Abuse & Neglect	Varies	None	No
Medfield Center 12891 Seminole Blvd. Largo, FL 33544 Phone: 581-8757	Administration	Varies	Varies	None	No
Clearwater Police Dept. 644 Pierce St. Clearwater, FL 33515 Phone: 461-6106	Det. Jerry McAuley	Child Abuse, Sex Abuse, Child Molestation Awareness	Varies	Pamphlets	Yes
Family Service Centers 2960 Roosevelt Blvd. Clearwater, FL 33520 Phone: 536-9427	Karen Edge	Prevention Child Abuse, Parent Education	Varies	None	No

Adult Groups (Continued)

Agency Name & Address	Contact Person	Type of Program(s)	Length of Program(s)	Materials Available	Will Loan
Missing Children..Help Center 410 Ware Blvd. Suite 400 Tampa, FL 33619 Phone: (Information not Available)	----	Missing & Exploited Children	20 Min.	Brochures, Posters & General Information	Yes
Horizon Hospital 11300 U.S. 19 S. Clearwater, FL 33546 Phone: 541-2646	Malcolm Harriman	Varies	Varies	None	No
School Health Services Pinellas County Schools 1015 10th Ave. N. St. Petersburg, FL 33705 Phone: 823-6696	Martha Pierce	Varies	Varies	Books, Filmstrips	Yes
Mental Health Services of Upper Pinellas 1437 S. Belcher Rd. Suite 200 Clearwater, FL 33546 Phone: 536-5950	Linda Gualtieri	Child Abuse & Touching (Preschool)	Varies	None	No
Largo Police Department 100 East Bay Dr. Largo, FL 33540 Phone: 586-2666	Officer Wendy Howe	Child Abuse/Sexual Abuse, Bike Safety, Senior Citizen Programs	Varies	Films & Slide Presentations	No